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ABSTRACT

This curriculum guide is divided into ten major areas or chapters. Chapter 1 gives an overview of the history of business education in Connecticut. Chapter 2 presents a philosophy and the objectives of business education. Chapter 3, on Program, contains curricular considerations in business education and adult or continuation programs. Considerations are also given for supplying the physical needs for and evaluating of the business education program. Chapter 4 covers the career development aspects such as the world of work--job opportunities in business, guidance for the business student, youth and the survey as an important contributor to business education. Chapter 5, on Professional Personnel, includes teacher qualifications and professional development, professional personnel includes teacher qualifications and professional development, and the business teacher and the metric system of measurement. Chapter 6 is divided into five categories for five different subject areas: basic business, cooperative work experience, distributive education, quantitative, and secretarial. Objectives, course content, methods, and evaluation procedures are listed for several courses in each subject area. Chapter 7 gives suggested specific teaching techniques for selected business subjects. Chapter 8 offers examples of short or enrichment courses offered in the business departments of Connecticut schools. Selected professional references and a selected bibliography arranged by subject area and a bibliography on business careers and simulations are covered in Chapters 9 and 10. (HD)

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A HANDBOOK AND CURRICULUM GUIDE FOR BUSINESS EDUCATION
FOR THE
STATE OF CONNECTICUT

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SECTION I**INTRODUCTION**

Development of Handbook
An Overview of the History of Business Education in Connecticut

DEVELOPMENT OF HANDBOOK

This Connecticut Business Education Handbook and Curriculum Guide (hereinafter referred to as the Handbook) has been developed in response to the requests of many high school business teachers and administrators in the State for an up-to-date curriculum reference in the field of business and distributive education. It has been written mainly to provide information to the following professional groups:

1. High school business teachers who, though they are doubtlessly certified and have included in their undergraduate and/or graduate professional education courses in methods of teaching the several business subjects, may nonetheless desire guidance in teaching courses new to them or in teaching courses not in their particular area of specialization.
2. School administrators and curriculum personnel who wish an overview of offerings in business and distributive education in the State.
3. Others including businessmen interested in the type and nature of business training being offered in the public secondary schools of the State.

Determination of Handbook Content

Since the Handbook was to be developed to meet the needs of secondary school business teachers, a survey was undertaken asking those teachers to indicate types of information most helpful to them for inclusion in the Handbook.

Their response provided the basis for the development of the Handbook. The Handbook, then, consists entirely of the type of information requested by the majority of the responding business teachers. Also included is much information provided by the responding teachers.

Organization of Handbook

The Handbook is organized into ten sections:

- I Introduction and Overview
- II Purposes of Business Education in Connecticut
- III Program Considerations
- IV Career Development Aspects
- V Professional Personnel
- VI The Business Subject Areas
 - 1 Basic Business Subject Area
 - 2 Cooperative Work Experience/Business and Office Education
 - 3 Distributive Education Subject Area
 - 4 Quantitative Subject Area
 - 5 Secretarial Subject Area

- VII Suggested Specific Teaching Techniques
- VIII Examples of Enrichment Courses
- IX Selected Professional References
- X Selected Subject Area Bibliography

Sections I through V present aspects of business education which are applicable to all subject areas of business education in Connecticut.

Section VI presents, by subject area, the courses that constitute the business curriculum. This section was developed by committees composed of selected Connecticut teachers — those who specialize in the particular subject areas. They, in turn, also sought and obtained suggestions from other teachers in the State who teach the particular courses under consideration. Each subject area committee set forth for each course within its area, the title or titles of the course, the grade level, the objectives of the course, what is taught in the course (content), and in most cases, general suggestions for teaching the course and for evaluating student achievement. Appreciation is expressed to the committees and to individual teachers who have contributed so effectively to this Handbook.

Sections VII and VIII, while by no means all inclusive, present specific teaching techniques and examples of enrichment courses suggested by Connecticut business teachers.

Sections IX and X present detailed bibliographies of particular value to professional business teachers. These bibliographies were developed with the assistance of Richard Zur-omski, doctoral candidate of the University of Connecticut. The bibliographies include the major books, periodicals, and reference materials of a professional nature that should be available to the teacher. In addition, an up-to-date bibliography of the major subject matter text and reference materials is presented by subject area.

Every attempt was made in the development of this Handbook to include the type of up-to-date information relative to business and distributive education that Connecticut's business teachers indicated they desired in a Handbook. Unfortunately, it was not possible to obtain full bibliographical information on every cited item. However, for those items listed where information is incomplete, sufficient information is presented to enable interested teachers to identify and obtain the item.

The original planning for this Handbook called for its being published in loose-leaf form so that it could be kept current through periodic deletions and additions or other revision. Connecticut business educators and other interested personnel are invited to submit suggestions for revision.

The Editors, the chairmen and members of the subject-area committees, and the State Department Consultants for Business and Distributive Education hope that the business teachers of Connecticut will find this Handbook to be of value to them in improving instruction in business and distributive education.

AN OVERVIEW OF THE HISTORY OF BUSINESS-EDUCATION IN CONNECTICUT

Business education has developed in Connecticut over a long period of time. As far back as 1798, bookkeeping was taught in the Hopkins Grammar School of Hartford. In the earliest high schools – those of Bridgeport, North Glastonbury, East Hartford, and Guilford – some traces of commercial courses were found – usually a form of bookkeeping was the subject taught. The term “commercial” rather than “business” was used in the early years. The first report of the Connecticut State Board of Education in 1839 listed bookkeeping as being pursued by some of the more advanced pupils in a few of the larger districts.

One of the earliest private commercial colleges was the Hartford Commercial Academy. The principal, Nicholas Harris, was the author in 1840 of *A Complete System of Practical Bookkeeping*. The Academy was designed to qualify young men for the counting room, and to teach penmanship, commercial arithmetic, bookkeeping by single and double entry, and mercantile correspondence.

The high schools as we know them today were just beginning to get a good start by 1850. By 1852, some 300 Connecticut pupils were studying bookkeeping, and by 1861 almost 600.

It was during the period, however, from 1875 to 1900 that the terms “commercial course” and “commercial student” came to be items in educational reports. During this time, bookkeeping changed from being just a subject in the general high school course to become the backbone of a new curriculum. By the school year 1894-95, more than 50 of the 800 high school graduates were listed as commercial. According to the Connecticut State Board of Education Annual Report of 1900, the following subjects were offered in the State's schools:

Subject	Number of Schools	Number of Students
Bookkeeping	36	779
Stenography	11	205
Commercial and Physical Geography	2	81
Commercial Law	4	85
Typewriting	2	34

The earliest systems of stenography taught in Connecticut were the Pitman system introduced in Hartford in 1888 and Allen Phonography introduced in Norwich in 1890.

After the turn of the century, commercial courses in the public high schools began to expand rapidly. By 1902, 13 schools had organized commercial curriculums enrolling 735 students; by 1910, 37 schools with 2,439 students. Reports show that by 1913-14, the following numbers of students were enrolled in the courses indicated:

Business Mathematics	83
Bookkeeping	4,093
Commercial Correspondence	6
Commercial Geography	940
Commercial Law	150
Penmanship	436
Stenography	2,012
Typewriting	1,179

By the 1927-28 school year, 25 percent of all high school pupils in Connecticut were enrolled in typewriting, 19 percent in bookkeeping, and 12 percent in stenography.

By 1933, of the 169 towns in Connecticut, 86 or 51 percent had public secondary schools or endowed academies acting as public secondary schools. Seventy-five of the towns offered organized business curriculums leading to a diploma, and two towns offered one or more business subjects but no business curriculum.

The aim of early commercial curriculums was vocational — with little attention paid to the personal-use and other values of commercial instruction. Preparation for such specific jobs as clerks, typists, stenographers, bookkeepers, and general office assistants was the main goal of the commercial curriculums. It was not until after the 1940's that in addition to the vocational objective, personal-use, social, and the other objectives set forth in the Philosophy section of this Handbook received considerable emphasis.

Students enrolled in the commercial curriculum typically took from five to eight units of business subjects with the balance of the 16 units that were ordinarily required for graduation being taken from the academic subjects. By 1931, of the 8,099 total high school graduates, 2,844 or 35 percent were commercial students, approximately two-thirds of whom were girls.

The 1930's saw an increase in the number of commercial subjects offered in Connecticut's schools. Stenography and typewriting were offered in all towns, bookkeeping in 92 percent of the towns, commercial law in 56 percent, economics 51 percent, commercial arithmetic 49 percent, office practice 45 percent, junior business training 37 percent, commercial geography 23 percent, salesmanship 20 percent, business English 16 percent, and penmanship in 11 percent. In this era, the term "commercial courses" began to give way to "business courses."

At the present time (1976) more than 57,000 Connecticut students are enrolled in business courses. State Department of Education reports indicate that in a recent year more than 9,000 students graduated from public high school business programs (2,095 in accounting; 2,383 in secretarial; 4,452 in clerical; and, 185 in cooperative education).

The first distributive education classes were organized in high schools of Greenwich, Hillhouse of New Haven, Hamden, Meriden, and East Hartford. At the present time (1976) there are 72 regular and two special distributive education programs. In a recent year, 1,346 students completed high school distributive education programs.

Instruction and Supervision

In the early years of commercial instruction, teachers even with the limited training they possessed, provided their own supervision — there was little or no attempt to coordinate subjects or instruction. Even as late as 1933, in only a third of the towns were there officially designated heads of the commercial department. Nor was there a department of the State Board of Education or a State director who assumed a major responsibility for coordinating and developing commercial programs. Nearly 460 persons were instructing in one or more business subjects or acting as supervisors. More than half of the schools had four or fewer business teachers — most of whom were women.

Finally, in 1941, Paul M. Boynton was appointed Connecticut Supervisor. He served as supervisor of business education until his retirement in 1969. Other personnel appointed to provide guidance from the State level included:

James Dorsey	Connecticut Supervisor	1942-1958
Dorothy Whipple	Assistant Connecticut Supervisor	1945-1951
Helen O'Donnell	Assistant Connecticut Supervisor	1951-1971
William Clynes	Consultant	1965-
John O'Brien	Consultant	1966-
Joseph Corcoran	Consultant	1970-
Joan Briggaman	Associate Consultant	1975-

At the present time, Mr. Clynes' and Mrs. Briggaman's responsibilities are mainly in the area of business education; whereas Mr. O'Brien's relate largely to distributive education, and Mr. Corcoran's, to post-secondary education. Connecticut business teachers and other interested personnel have obtained considerable advice and assistance by contacting the appropriate State Department personnel.

*The information dealing with the history of business education is based on three sources:

Murray, George Stephen. Organization and Administration of Business Education in the Public Secondary Schools of Connecticut, Doctoral thesis, Yale University, 1933, 176 pp.

Briggaman, Joan S. History of the Connecticut Business Educators' Association, (mimeographed) (n.p.) 1972.

Information provided through the Division of Vocational Education, Connecticut State Department of Education (1976) interview.

SECTION II**PURPOSES OF BUSINESS EDUCATION IN CONNECTICUT****Philosophy of Business Education****Objectives of Business Education**

A PHILOSOPHY FOR BUSINESS EDUCATION

Business education makes a significant contribution to general education in a business-oriented society where everyone needs a high degree of economic literacy. Business education also can provide valuable skills and knowledge for those who plan post-secondary education either in the field of business or in other areas. However, the prime emphasis of business education in Connecticut is vocationally oriented toward job-entry and more advanced positions for those students who desire careers in business.

Each business education program should be based on a philosophy which has been reduced to writing and contains a broad statement of aims or goals which will serve as a guide for determining specific objectives for each course in business education. This philosophy, also a frame of reference for evaluation, must be revised periodically so that the business curriculum can be changed to provide for the rapidly changing needs of the community served by the school.

Improvement of any educational endeavor is a gradual process and is best fostered in a business education environment noted for flexibility, diversity, and experimentation. Business programs must be developed to offer both group and individualized instruction to prepare students for many diverse business occupations.

Business education in the secondary schools of Connecticut requires that:

1. Each school should give adequate preparation to the students to secure employment in any geographic area or in any type business occupation desired. Hence, business education must provide for differences of:

occupational choice within several types of business
occupational competency level
physical and mental capability of students

Though flexibility of choice is important, students must take in proper sequence certain courses to achieve the maximal level of occupational competency.

2. Materials to be incorporated into the curriculum must be arranged according to difficulty level into an orderly logical progression from the simple to the complex. Business education is but a part of the total education of Connecticut youth and must be planned as an integral part of total education with sufficient allocation of time and resources so that students may progress toward higher levels of vocational competence which require the use of modern, complex, expensive equipment.
3. The business education department should coordinate the various levels of education (primary school through secondary school and perhaps adult education) so that there be no unnecessary lateral or vertical duplication of study which does not contribute significantly to the attainment of the goals of the business education program.
4. Business students should be grouped in classes according to their needs and specific instructional goals. As these needs and goals change, so must the grouping of students change; thus group assignments may be either for a relatively short or long time period within the school year.

5. Students must be evaluated according to their progress toward vocational competency as indicated by behavioral objectives and/or performance based goals. Tests must be designed specifically to measure goal attainment in any given instructional situation — the measurement of factual material attained is insufficient. Supportive staff such as psychologists, guidance personnel, psychiatrists, social workers, and speech therapists must be available to administer specialized or standardized tests to reveal specific learning difficulties and to help implement remedial measures where possible. These supportive personnel must be made available so that a close working relationship between students, business teacher, supportive staff, and parents may be fostered.
6. The business education department must work cooperatively with the supportive staff to help each student with the problems of personal living, educational choices which are consistent with vocational objectives within reach of the student, and with occupational placement and adjustment. This process should not be prohibitory, but rather positive to arrive at intelligent choice by the student. However, the basis of selection of specific occupational preparation is the interest, ability, and aptitude of the student analyzed in light of economic trends and the needs of business. Employment opportunities, requirements, promotional possibilities, and the monetary or social rewards of each possible business career should be presented clearly and intelligently as the basis for the student's rational decision.
7. The business education department should have an effective guidance, placement, and follow-up program which will actively seek positions for its graduates and follow those placed to determine how effectively the school program prepares persons for vocational life. Attention must also be given to those not placed so that remedial action, if appropriate, be undertaken.
8. The staff of the business education department must be competent in modern business techniques, must be acquainted with and able to choose and use effectively the business equipment, the methods, and materials of instruction to secure maximal results in minimal time with the least cost.
9. The professional staff should be encouraged to avail themselves of opportunities for professional growth through formal course work, attendance at conferences, workshops, meetings of professional organizations, inter-school visitations, work experiences and other similar activities. In addition to supporting these activities, an adequate professional library, including appropriate current periodicals, films, film strips, cassettes, recordings, and other audio-visual materials with the necessary adjunct equipment and staff to supplement professional development and classroom activities, should be developed, maintained, and financed by the community.
10. The business education department must actively engage in research seeking more efficient ways that business accomplishes its tasks and to present these new methods to students.

11. The business education department have an adequate budget to secure, maintain, and adequately house the equipment necessary to keep abreast of rapidly changing business technology. No student can be prepared to enter today's business employment world with yesterday's skills and knowledge.
12. The business education department should be able to justify the expenditure of funds and other resources either on a per-item or program basis. Common elements of various business curricula should be presented in common courses so that there be no unnecessary competition or duplication of endeavor caused by these curricula.
13. An individual within each business education department should be designated and held responsible for the business education curricula. This person provides liaison between school administration, students, teachers, parents, and the business community to insure that changing socio-economic needs are met. Ordinarily, this person should be identified as department head, department chairman or other distinctive title.
14. The business education department and other departments of the school should have a close relationship based on mutual respect which can be attained only through intellectual honesty that reveals school problems as well as reporting progress and achievement. Both the school and the public should have as goals improvement of the educational product and the solution of educational problems. Assistance for curricular development in business education should be solicited from qualified citizens of the local community (advisory committee), college and university personnel, and the school's own professional staff. The findings from appropriate research studies should be made available to aid in developing a curriculum based on actual on-the-job working methods and conditions.
15. The business education department should develop and maintain an effective public/community relations program. Business people should visit and be welcome in the school and the business teachers should visit, seek part-time employment in their business specialty, and be welcome in the business community. In this way both groups may work cooperatively to solve the mutual problems inherent in the preparation of capable workers.
16. The business education department should have an effective co-curricular program of field trips, guest speakers, conferences, career days, and youth organizations (such as FBLA and DECA) which is of vital importance to strengthen the formal course offerings.

THE OBJECTIVES OF BUSINESS EDUCATION

Though business education contributes to general educational objectives, the major emphasis of business education in the State of Connecticut is toward occupational competency. Specific objectives for courses found within the scope of business education are given with the presentation of each course. Only the overall objectives of the total business education program are presented here:

VOCATIONAL OBJECTIVES:

The major vocational objectives of business education are to:

1. Provide competent workers with technical skills, ethics, knowledges, and attitudes necessary for success in business to meet local, state, and national needs
2. Explore jobs related to students' vocational choices for increased knowledge and vocational competence
3. Acquaint students with various types of business positions consistent with students' interests, capabilities, knowledges, and skills
4. Develop understanding of employment opportunities to include advantages and disadvantages of various kinds of business work
5. Develop an appreciation for the role of business in a democratic society
6. Give attention to personality growth so that a foundation for good interpersonal business relationships may be established
7. Show the necessity and means to cope with rapid change in business occupations, and from analysis of these changes foster some ability to discern trends for future employment patterns
8. Foster constructive attitudes toward self-education and advancement
9. Foster self-respect and pride in what students are able to achieve in business

GENERAL EDUCATION OBJECTIVES

Among the major general educational objectives to which business education contribute significantly are those to:

1. Recognize the relative merits and shortcomings of various economic systems with concentration on the American system of business enterprise
2. Give students a system of value clarification and analysis so that they may make moral, rational decisions especially as those decisions relate to business
3. Provide students with an understanding and appreciation of the American business system and the goods and services it offers
4. Provide sound concepts of consumerism so that students may consume wisely in a society of shortage
5. Establish an appreciation of individual and group civic and social responsibilities in a community
6. Lay the groundwork through guidance for students to understand the world of work
7. Give some understanding of the arts and sciences as they apply to business
8. Provide personal-use skills

SECTION III

PROGRAM CONSIDERATIONS

Curricular Considerations in Business Education

Adult or Continuation Programs

Supplying the Physical Needs for the Business Education Program

Evaluating the Business Education Program

CURRICULAR CONSIDERATIONS IN BUSINESS EDUCATION

As used in this guide, "curriculum" refers to those types of school-supervised experiences, including but not limited to courses and programs, which contribute to the preparation of the student for the world of work — as a producer and as a consumer of goods and services. The following is a partial list of topics significant to curriculum:

curriculum patterns and courses

sequences within the business curriculum

patterns of scheduling (rotation, period length, modular scheduling, minicourses)

independent study

elective vs required courses

core program

supervised work experience

Curriculum Patterns

Over the last half century, many curriculum patterns have been experimented with including the isolated subject curriculum, the correlated or inter-related subject curriculum, the fused curriculum, and the core curriculum.

The theory of the correlated or inter-related subject curriculum is that most knowledge and skills are not used or learned by themselves. They are used in relation to other knowledges and skills. For example, mathematics is a skill used in many subjects. A great deal of English is taught in shorthand and transcription classes. Thus, in this type of curriculum pattern, even though separate courses are scheduled, an attempt is made to show and make use of their interrelationships.

The fused curriculum (sometimes called the integrated curriculum) is one in which two or more subjects are blended into one. One of the more popular blendings is the English-history, often referred to as humanities, in the senior year of many high schools. The general business course, in a sense, is a fusing of materials from several subjects (accounting, business law, consumer economics, business principles) into a single course. Though there has been some attempt at fusing courses, on the whole, the attempts have not met with great success.

The core curriculum is based on the principle that there are certain knowledges, skills, and experiences that every student should have regardless of any area of specialization. These common knowledges, skills, and experiences are identified, and each student is expected to take the courses or otherwise have the experiences that would provide the desired knowledge and abilities.

The isolated subject curriculum is by far the most commonly used pattern. In this type of curriculum, the subject content designed to enable students to acquire needed knowledges and skills is organized into specific study courses. These courses are then taught independently, with only indirect relation to other courses. It should be pointed out, however, that curriculum builders must give careful consideration to the offering of courses in vertical and/or horizontal sequences (by year and semester) so that a student is provided with the opportunity to learn the needed knowledges and skills at the most appropriate points in his school experience. Thus, the general business course, being as it is an overview of the world of business and of the goods and services that business offers, comes early in the student's program; whereas office practice, for example, serves as somewhat of an integrated "finishing" course offered late in the student's program and close to the time when the student expects to enter the business world. Whatever the curriculum pattern that is employed, a primary goal should be to provide for the integration of learning.

The High School Business Program

Many different courses have been and are being offered in Connecticut high schools and schools throughout the United States to meet the need for business training. Among the most common are the following:

Basic Business emphasis

- General Business
- Business Mathematics
- Business Law
- Business Economics
- Business Organization and Management
- Economic Geography
- Consumer Economics (Consumer Education)
- Economics

Bookkeeping/Accounting and Data Processing emphasis

- Accounting I, II
- Recordkeeping
- Clerical Bookkeeping
- Data Processing
- Key Punch
- Computer Programming
- Introduction to Data Processing
- Business Mathematics

Secretarial emphasis

Shorthand I, II, and Transcription
 Typewriting I, II
 Machine Transcription
 Business English
 Secretarial Office Practice
 Machine Shorthand

Clerical emphasis

Typewriting I, II
 Business English
 Filing
 Office Machines
 Clerical Office Practice

Distribution emphasis

Distributive Education I, II
 Advertising
 Salesmanship (Principles of Selling)
 Merchandising
 Marketing Principles
 Retailing

*Other (courses across-the-board not directly
related exclusively to any one area)*

Business Psychology
 Personal Typewriting
 Notetaking
 Cooperative (Supervised) Work Experience

The specific business courses to be offered in any school business program depend upon a number of factors. Among these are the size of the school, the philosophy of the school in terms of what it views as the purpose of business education, the nature of the employment community, and, of course, the funding available. The business department and the school's curriculum committee should build the business curriculum in terms of students' needs and the school's resources.

However, the question is often raised: What is a recommended sequence in each of the major areas* of emphasis within the business curriculum? Presented here are some minimum suggestions only:

*Cooperative work experience and simulation could be part of each area

	UNIT	YEAR/ LEVEL
<i>Basic Business emphasis</i>		
General Business (one year)	1	9
Typewriting (one year)	1	10
Accounting (one year)	1	10/11
Economics or Consumer Economics (one year)	1	11/12
Business Law (one year)	1	12
Business Organization or Management or Business Principles (one year)	$\frac{1}{6}$	12
	6	
<i>Bookkeeping/Accounting and Data Processing emphasis</i>		
General Business (one year)	1	9
Typewriting (one year)	1	10
Introduction to Data Processing (one sem/one year)	$\frac{1}{2}/1$	11/12
Accounting (two years)	2	10/11
Office Machines (one semester)	$\frac{1}{2}$	12
Business Mathematics (one semester)	$\frac{1}{2}$	10
Business Law	$\frac{1}{7}$	12
	7	
<i>Secretarial or Stenographic emphasis</i>		
General Business (one year)	1	9
Typewriting (two years)	2	10/11
Shorthand (two years)	2	10/11/12
Transcription (machine or shorthand) (one year or one semester)	$\frac{1}{2}$	11/12
Business English/Communications (one year)	1	11
Secretarial Office Practice (one year)	1	12
Recordkeeping or Accounting (one year)	$\frac{1}{8\frac{1}{2}}$	10/11
	8 $\frac{1}{2}$	
<i>Clerical emphasis</i>		
General Business (one year)	1	9
Recordkeeping (one year)	1	10

Introduction to Data Processing (one year)	1	11
Typewriting (two years)	2	10/11
Clerical Office Practice (incl. Office Machines/Filing) (one year)	1	12
Business English/Communications (one year)	$\frac{1}{7}$	12

Distribution emphasis

General Business (one year)	1	9
Typewriting (one year)	1	10
Marketing (Distributive Education, Sales, Retailing, Advertising) (2 yrs)		11/12
Business Law (one semester)	$\frac{1}{2}$	12
Business Mathematics (one semester)	$\frac{1}{2}$	10
Consumer Economics (one semester)	$\frac{1}{2}$	11
Accounting (one year)	$\frac{1}{6\frac{1}{2}}$	10

Scheduling and Time Periods. Scheduling and otherwise making provision for time allotments is a problem that demands some attention and planning. Some school systems prefer shorter class periods so that students can study a greater number of courses on any given school day. Others prefer periods as long as 55 minutes. A common practice is some type of period rotation so that a class that meets the last period of the day on Monday, for example, will meet the first period on Tuesday, etc. This eliminates the objection that last-period teachers of fixed schedules have: i.e., that students have less incentive and are more restless during the last period of the day because of the fatigue factor.

Modular Scheduling. Some schools prefer a modular type of scheduling. The mod (usually a twenty-minute period of time) is based on the belief that some types of learning activities need longer (or shorter) time periods to provide effective learning than do others. Thus, some areas of study may be scheduled for only a single mod each day, whereas others may be scheduled for two, three, or even four mods a day. This type of scheduling permits a flexibility that rigid time scheduling does not. A real problem, however, is scheduling in such a way that a student's assigned mods blend rather than conflict.

Mini Courses. In order to enable students to dip into more areas of study, some schools include in their regular program of offerings what are known as mini courses. These, actually, are short courses, possibly of six or nine-weeks duration, which may appeal both to business and to non-business students. They may consist of what were formerly units within a course: Money Management, Insurance, Contracts, for example. These short courses are designed to give the student wider choice and more opportunity for exploring selected business topics over a period of time.

Independent Study. In an attempt to provide even more flexibility in the business curriculum and to enable students to acquire business knowledges and skills at their own learning pace, some schools are providing greater independent study opportunities. Competency-based instruction and individualized instruction through the use of such plans as LAP (Learning

Activity Packets), TLU (Teaching-Learning Units), IPI (Individually Prescribed Instruction), UNIPACS, and skill sheets are attempts to provide flexibility and accountability in business education and to encourage the student to move at his own pace. Some school systems (such as Syracuse, NY) attempt to provide in their integrated business program independent study units which the student can undertake and complete as quickly or as slowly as his interest and time dictates. Students must complete a predetermined amount of work and perform at a prescribed level of proficiency to attain credit.

Required vs Elective Courses – or Demonstration of Competency. In earlier years, the student was expected to follow a well defined sequence of courses, at the end of which he was well prepared to enter the occupation for which that sequence was designed. Thus a student who wished to become a stenographer would have to follow the stenographic sequence which might consist of General Business, Accounting, Shorthand, Typewriting, Transcription, Office Machines, and Secretarial Practice including Business English. Few were permitted to deviate from this type of pattern. Today, many schools permit the student to select from the entire business curriculum those courses the student and his counselor believe will best provide the knowledge and skills desired. There is, of course, the obvious exception that before enrolling in an advanced business course the student must demonstrate the necessary prerequisite competency.

Care should be taken, within this free-election process, to encourage students who prepare for the business world to select and complete satisfactorily a sequence of business courses to assure that they have the training to secure and hold, and possibly advance in, a business job. This should include an understanding of the world of business gained in basic business courses (such as General Business and Business Law) as well as the more vocational courses.

Some educators believe that a student should be permitted to bypass certain business courses if he can demonstrate competency in the area of work with which that course deals. If adequate measures of competency are developed, this can be accomplished. It should be noted, however, that a student often gains knowledges, understandings, and skills in a course beyond those that can be measured through a competency test of limited duration.

Special Programs for Special Students

In most schools today, provision must be made for students of high ability and for those of limited ability – including the mentally handicapped, the physically handicapped, and the economically deprived.

Intensified Programs for Superior Students. Because the business system is the medium through and by which most persons make their contribution to society and to their fellow men, the study of business is important for everyone – especially for the superior or college-bound student. Yet there may be those who, for reasons of their own, do not want to take the traditional or usual courses offered in the business program. For this reason, and to attract the more able students to this important field of study, it is wise for a school to consider making special provision for such students.

In 1971, a study group of business teachers of Connecticut developed a general outline of a Curriculum Proposal for Intensified Business Programs for College-Bound Students. The basics of that proposal are included in this section. Curriculum persons are also encouraged

to examine intensified program proposals set forth in research abstracts and other publications found in professional literature.

Intensified Business Education Programs

A. Intensified Shorthand and Transcription

1 year, 300 minutes per week recommended, one third of time to typing activities balance to shorthand

B. Accounting/Data Processing (one semester)

C. Basic Business (one semester)

Course to combine major substantive elements from Business Law, Consumer Economics, Marketing, Principles of Management, General Business

Also possible that the basic business content indicated above might very well be incorporated into a series of separate courses of less than a semester in length

D. Office Machines

Programs for the Less Able Student. It is recognized that there are pupils who wish to gain some business knowledge, understanding, and skills, but whose limited academic ability would not enable them to succeed in the regular business courses. Yet, these students could be trained to perform effectively in some beginning business jobs to the satisfaction of their employers and to themselves. In addition, it is often the less able who are taken advantage of in the marketplace, and who, therefore, would benefit from obtaining consumer knowledge and abilities.

Recently, a study group of business teachers in Connecticut developed a general outline of a curriculum proposal for slow learners. The basics of that proposal are set forth in this section. Curriculum persons are encouraged to examine slow-learner program proposals contained in research abstracts and other publications found in professional literature.

The study group referred to above believe that business education programs for less able students are for the most part oriented toward clerical occupations and consumer activities. They suggest consideration of the following:

A. Clerical Track

Grade 9 Introduction to Business, Consumer Math

Grade 10 Beginning Typewriting, Recordkeeping I

**Grade 11 Advanced Typewriting, Recordkeeping II,
Consumer Economics/Business Law**

**Grade 12 Clerical Office Practice, Basic Business
Machines, Consumer Economics/Business
Law**

Business Communications offered all years

Work Experience Grades 11 and 12

**B. Interdepartmental Offerings – in cooperation with English Department
and Social Studies Department and other departments – instruction of-
fered that relates and contributes to needed business knowledges and
skills**

C. Recommended Mini Courses for Slow Learners

**Basic Business Computations
Everyday Business Transactions
Occupational Projects
Business Machines
Business Law
Economics for Everyday Use**

ADULT OR CONTINUATION PROGRAMS

With a renewed emphasis on the career education concept of "open exit" – "open entry" and the idea that education is a lifelong process, there are programs that permit persons to continue their education beyond the formal secondary or post-secondary day programs. Many communities in Connecticut encourage their residents to gain vocational or avocational educational experiences by offering a number of courses at night using local educational facilities – usually the high school building. The teaching faculty are drawn from professional teaching staffs of the community or from qualified personnel in the business community.

Adult education students enroll in evening courses for a variety of reasons. Some adults are interested in developing or improving marketable skills and abilities. Such business and distributive courses as typewriting, shorthand, accounting, salesmanship and the like are often offered to provide abilities needed for jobs in offices or stores. Other students are interested in studying to improve the quality of their life by broadening their interests and in gaining greater satisfaction from the goods and services that business makes available. Courses in consumer problems, advertising, photography, advertising display may fall into this category.

To encourage adults to enroll in the various types of adult education programs that the community makes available, the cost to the enrollee is very low. This is true in part because local communities feel responsible for providing this type of opportunity and also because they are reimbursed for adult programs. Assistance and advice in developing adult programs may be obtained from Adult Education Unit of the Bureau of Evaluation and Educational Services, Connecticut State Department of Education.

SUPPLYING THE PHYSICAL NEEDS FOR THE BUSINESS EDUCATION PROGRAM

In order to provide a program that meets the stated objectives of the business courses comprising the business curriculum, adequate equipment, supplies, and room space and layout should be provided. Courses such as those in the basic business area ordinarily do not require special equipment and facilities over and beyond those required in other academic areas of study. However, such courses as Typewriting, Office Procedures, and Accounting do require special facilities, supplies, and equipment. Obviously, typewriters, selected types of data processing equipment, and office machines must be provided for the students. In addition, the common types of supplies and equipment representative of that found in the store and in the office should be made available to students in order to provide a hands-on and realistic experience.

It is not the purpose of this Handbook to detail or list the facilities, equipment, and supplies. Rather, the teacher interested in this aspect of business education must read available current literature. Reference may be made to appropriate sections of:

Monograph 81, *Layouts and Facilities for Business Education*

Monograph 112, *Planning the Facilities for Business Education*

Monograph 121, *Multiple-Channel Equipment for Teaching Shorthand*

(all published by South-Western Publishing Company

5101 Madison Road, Cincinnati, Ohio 45227)

Yearbook of the Eastern Business Teachers Association, 1963, edited by William Selden, *Business Education Facilities, Supplies and Aids*, Somerset Press, Somerville, New Jersey

Business Education Index (Delta Pi Epsilon, Sponsor). See this publication for current materials. The *Index* is available in most school and professional libraries for periodical articles and selected references dealing with physical layout, equipment, and supplies.

EVALUATING THE BUSINESS EDUCATION PROGRAM

From time to time it is necessary to examine the business program as it is operating in a school. As a matter of fact, evaluation is a continuous process. Business programs need to be changed as the needs of students and the community change since the purpose of business program is to meet those needs.

How does a business department faculty take an objective look at a program that it has been offering and that it has played so important a part in developing. Presented here are only a few key factors that should be examined. More specific suggestions are presented in the cited resources and references.

In general, those aspects of the business education program which should be examined in determining the adequacy of the program in light of current needs include the following:

1. The community

Type, nature of its business, income level, type of employment, recent changes and developments, etc.

2. Purpose and objectives of the business education program

Preparation for employment, for economic citizenship, for personal business efficiency, etc.

3. Place of business education in the total school program

Degree of support by administration and community, relationship to other school programs, etc.

4. The business curriculum

Courses and experiences provided to meet purpose and objectives, balance between marketable skills courses and basic business, provision for student choices and options, provision for both beginning and advanced study, appropriate length of courses and grade placement, well-identified objectives, etc.

5. Teaching methods and techniques

Up-to-date, appropriate to nature of course, use made of community as a laboratory, variety of teaching approaches, use of modern teaching multi-media, etc.

6. Instructional materials and supplies

Use of up-to-date text and resource books and materials, method of selection of basic texts, accuracy and quality of instructional materials, etc.

7. Physical layout and equipment

Floorplan of business department, location and convenience in terms of program objectives, similarity to equipment used in business community, adequacy of quantity, types, and quality of equipment, etc.

8. Instructional staff

Qualifications especially with respect to training, teaching and business experience, distribution in terms of age and sex, personal and professional qualities, etc.

9. Determination and measurement of student performance

Realistic standards established (intermediate and terminal, how established, means of measuring performance, etc.

10. Student personnel services

Guidance by business department or by school's guidance department or both, career information, personal and vocational and vocational counseling, job placement, follow-up of department's graduates and non graduates to determine job success and to improve school program, etc.

11. Public relations

Use of community news media to publicize student achievements and activities, relations with business community, student community, parent community, etc.

12. Co-curricular or enrichment activities

Youth organizations, cooperative work experience program, alternative forms of learning, etc.

In evaluating the effectiveness of a business department's program, it is necessary to examine the program as a whole and each aspect individually. Specific questions relative to each aspect need to be formulated and answered. Faculty interested in further assistance relating to the program evaluation process are referred to the following resources:

Popham, W. James. *Evaluating Instruction*, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1973.

Monograph 109. *An Evaluation Plan for Business Education Programs in High Schools*, Cincinnati, Ohio, South-Western Publishing Company, 1963.

Huffman, Harry (Editor). *Evaluation Programs in Business and Office Education*, National Business Education Association Yearbook, No. 7, 1969.

Criteria for a Modern Business Education Program. Division of Vocational Education, New Jersey State Department of Education, 1972.

Evaluative Criteria, National Study of Secondary School Evaluation, Arlington, Va, 1969.

SECTION IV**CAREER DEVELOPMENT ASPECTS**

The World of Work – Job Opportunities in Business

Guidance for the Business Student

Youth Organizations

The Advisory Committee for Business Education

Public Relations for Business Education

The Survey an Important Contributor to Business Education

THE WORLD OF WORK – JOB OPPORTUNITIES IN BUSINESS

Occupations and Job Prospects

As was pointed out in the Philosophy section of this Guide, business education not only gives students a broad background of business knowledges and skills, but also prepares business students to succeed in the world of work. If the student follows a well-planned business curriculum and takes advantage of the opportunities provided, he can be assured of achieving the knowledges, skills, and personal characteristics that will be of assistance in securing and succeeding in a job. One needs only to examine the "Help Wanted" sections of local newspapers to gain some appreciation of the types of job opportunities available to persons who have business training.

The high school business program prepares students for many types of jobs which may be grouped into fifteen occupational clusters identified by the United States Office of Education:

1. Agri-business and Natural Resources
2. Business and Office
3. Communication and Media
4. Construction
5. Consumer and Homemaking Related
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marketing and Distribution
12. Marine Science
13. Personal Services
14. Public Service
15. Transportation

Within each of these clusters are many jobs for which the business student would qualify. However, the two clusters of greatest interest to the business student would be Numbers 2 (Business and Office) and 11 (Marketing and Distribution). These two clusters are further subdivided as follows:

Business and Office Cluster

clerical occupations
secretarial occupations
record systems and control occupations
 accounting occupations
 data processing occupations
administrative occupations
business ownership

Marketing and Distribution Cluster

retail selling occupations
marketing services occupations
sales and services occupations
physical distribution occupations

Projections of work opportunities, or tomorrow's jobs, reveal that industries providing services are now offering and will continue to offer more jobs than those industries providing goods. In addition to service industries, the finance, insurance, and real estate industry, the trade industries, and government promise to provide an increasing number of jobs through the mid-1980's.

Occupations in which business students would be interested can also be classified according to the Dictionary of Occupational Titles groupings. These are presented here in priority order based on the number of workers presently employed.

clerical workers
professional and technical workers
service workers
craftsmen
operatives, except transportation
managers and administrators, except farm
sales workers
nonfarm laborers
transport equipment operatives
farm workers

Through the mid-1980's, the projected employment growth is greatest in the professional and technical workers classification (nearly 50% growth); managers, officials and proprietors (30% growth); service workers (over 20% growth) and sales workers (20% growth).

When specific jobs, rather than job classifications, are considered, those jobs for which the business curriculum best prepares students have good future prospects. Many of these jobs can be filled by students who have completed a high school business education program; others require additional training and experience. Consider these occupations and the specific jobs under each.

Note: Complete information and/or job descriptions on these and other jobs can be found in the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*.

Clerical occupations

bookkeeping workers
cashiers
file clerks
hotel front office clerks

Sales occupations:

insurance agents and brokers
manufacturers salesworkers
real estate salesworkers and brokers
retail trade salesworkers

office machine operators
 postal clerks
 receptionists
 shipping and receiving clerks
 stock clerks
 stenographers and secretaries
 typists

wholesale trade salesworkers

Banking occupations:

bank clerks
 officers
 tellers

Computer and related occupations:

electronic computer operating personnel
 programmers
 systems analysts

Insurance occupations:

actuaries
 claim adjusters
 claim examiners
 underwriters

Administrative and related occupations

accountants
 advertising workers
 city managers
 college student personnel workers
 lawyers
 credit officials
 hotel managers and assistants
 industrial traffic managers
 market research workers
 personnel workers
 public relations workers
 purchasing agents

The Business Teacher as a Career Educator

Much emphasis is being placed upon introducing students at an early age to the world of work: what work means, how people earn a living, what people in particular jobs do, what the long term prospects for an occupation are, how one qualifies to enter and succeed in an occupation, etc.

It is the privilege and the responsibility of the business teacher to acquaint students with the career and job opportunities in those areas of business in which he/she teaches. For example, the teacher of data processing should not only provide students with the knowledges and skills needed, but also should acquaint the students with opportunities in that career area. The data processing teacher should give students some understanding of

- What data processing jobs are
- What people who hold these jobs actually do
- What they need to know to do these jobs
- Where they can get additional training, if needed
- What kinds of equipment are used
- Whether there are now and are likely to be job opportunities in this area of work
- What are the working conditions, salary, and other benefits
- Where one can find more information on this type of occupation or job
- How one finds and applies for this work

Because many responsible persons both within and without the field of education are recognizing that a college education is not necessarily the only key to success, acquainting students with career and job opportunities will be a very important part of the business teacher's responsibility.

GUIDANCE FOR THE BUSINESS STUDENT

A major purpose of guidance is to assist the individual through counseling to make intelligent choices in a pattern of continual growth in ability for self direction.

Though the major emphasis should be toward career education for the business student, he also requires these types of knowledge:

- how to make wise vocational choices from the alternatives in the business area
- how and what to study
- how to speak, write, and compute effectively
- how to use learning materials and tools
- how to use reference materials and facilities
- how to assimilate and analyze information
- how to make rational decisions based upon relevant information
- how to prepare for and seek employment
- how to develop attitudes that contribute to individual productivity and cooperative on-the-job relationships

The guidance functions must be shared by all teachers and the guidance staff working cooperatively to assure that desirable behavior in individuals is fostered and that these individuals can make progressively better adjustments in personal, educational, and vocational life.

Business students in the ever increasing complexity of modern society need to understand themselves and others so that they may cope with on-the-job and other societal problems. They must understand and also be able to cope with change which is inevitable and rapidly accelerating.

Those persons, including business teachers, responsible for the guidance of business education students should:

1. conduct follow-up surveys of graduates and surveys of offices and stores periodically to be alert to changing job requirements, employment trends and opportunities, and indications of needed curricular change
2. provide written and verbal information necessary for parents and pupils to choose intelligently from course and curriculum alternatives
3. provide students, as individuals or groups, with information relative to careers and the necessary requisites to secure at least an occupational entry position within specific business career areas
4. allow pupils to enroll in any business course/courses from which they may profit and are motivated to pursue
5. secure resource people (businessmen) to talk to and with students about careers in business
6. assist in the organization and operation of cooperative work experience programs
7. offer guidance for both short-range and long-range educational and career planning

8. assist students in the formulation of desirable work habits, attitudes, ethics, and personality development
9. show students how classroom learning is relevant to their immediate environment
10. demonstrate to students how present classroom activities and learning may form the basis for meeting future responsibilities
11. indicate to students and their parents the advantages and disadvantages of enrollment in a business education program
12. support business-related clubs such as FBLA, DECA, or subject-oriented organizations such as a data processing club
13. provide for pupil self-exploration and specific information relative to educational or career opportunities through clubs, bulletin board displays, school newspapers, assembly programs, career days, or any other appropriate public relations media
14. maintain current occupations files containing up-to-date occupational information in different forms – printed, pictures, film strips, films, slides, tape recordings, etc. – about places of employment, types of employment, job requirements, availability of positions, promotion opportunities and requirements, job rewards of tangible nature, and if appropriate, disadvantages inherent in certain positions
15. establish effective relationships with probable business employers so that efficient guidance, placement, and follow-up procedures may be implemented
16. provide for students to interrupt and to re-enter courses as the need for training is evidenced and as students are motivated for additional education
17. work effectively with business education advisory committees to determine employment standards and curricular innovations necessary to meet those changing standards
18. work with school administration, business advisory committees, and the general public to improve the image of business education and to secure support for differentiated programs in business education for students of various cultures, ethnic backgrounds, interests, and capabilities
19. attend meetings, conferences, business education workshops, and conventions which relate to problems and achievements of business education
20. attend meetings of such groups as Chamber of Commerce, American Management Society, and various service clubs where business activities are discussed
21. attend business shows where the latest items of business equipment and procedures for handling business operations are displayed
22. encourage and plan for career education for business in the early school grades so that an increasing awareness of the opportunities in business is developed throughout the school life of the students
23. give upper level business students the opportunity to speak to junior high or lower level students about business – these speakers may be selected from FBLA or DECA memberships and the speaking engagements sponsored as club projects

YOUTH ORGANIZATIONS

Youth organizations make significant contributions to the educational program of the secondary schools of Connecticut. These organizations are an added dimension to the formal organized classroom experiences. In many instances the youth organization activities provide a capstone experience which ties together many of the skills and knowledges gained in the classroom; in other instances these necessary skills and knowledges are fostered and developed by the activities of the organizations.

Some of the purposes of business related youth organizations in Connecticut are to:

1. develop strong competent leadership necessary for business and community life
2. provide greater student motivation to learn about careers in business and then to secure the necessary attributes and preparation to enter an intelligently chosen career
3. develop a sense of self respect and an attitude of belonging to a peer group where the student can participate and be appreciated for contributing to the achievement of common goals
4. furnish an opportunity for healthy, regulated competition to gain local, state, or national awards or recognition
5. foster liaison between student, school, and the community business leaders who work cooperatively on community research projects or occupational surveys related to job requisites, equipment used by business, business methods, and employment opportunities and trends
6. encourage business leaders to support business education by:
 - a. providing training stations for students who are in the cooperative part-time training program
 - b. permitting class or club tours of business establishments
 - c. providing awards or scholarships for students with outstanding achievement in business education courses or projects
 - d. participating in projects to improve career/vocational education
 - e. furnishing materials, supplies, or demonstrations of equipment usage or methods which contribute to career education
 - f. speaking, or providing certain employees to speak, to youth groups
 - g. serving as judges for competitive events
7. provide a greater understanding of the American business system and its role in economic development
8. promote better relationships between youth, teachers, school administrators, business men, and other adults who can exert a positive influence on business education
9. encourage youth to work cooperatively and democratically with others
10. foster the appreciation and acquisition of desirable work habits, attitudes, sense of responsibility, and knowledges which lead to success in employment
11. encourage students to aspire to higher levels of competence through continuing education after completion of high school

12. aid in personality development and the inculcation of those traits of character demanded of good employees and citizens
13. emphasize the dignity of vocational education and all types of work
14. encourage scholarship and appreciation for scholastic achievement
15. provide for better public relations with an increased public awareness of the activities and achievements of business students and the instructional objectives of the business education program

In Connecticut some of the national youth organizations to which students aspiring to careers in business may belong are: (address or national office given for each organization)

Distributive Education Clubs of America, Inc.
200 Park Avenue
Falls Church, VA 22046

Future Business Leaders of America - Phi Beta Lambda, Inc.
Dulles International Airport
Post Office Box 17417
Washington, D.C. 22041

Future Secretaries Association
The National Secretaries Association
1103 Grand Avenue
Kansas City, MO 64106

Junior Achievement, Inc.
909 Third Avenue
New York, NY 10022

Note: Funding is available for modest stipends for business teachers devoting time and effort in working with business youth organizations.

THE ADVISORY COMMITTEE FOR BUSINESS EDUCATION

A carefully selected advisory committee, appointed by the Board of Education, can make valuable contributions in formulating policies and helping to make decisions on general problems relating to business education. It must be recognized, however, that the ultimate authority and responsibility rests with the Board of Education or its designated agents.

When an advisory committee is to be selected, the appointing authority should consider several criteria in considering individuals to serve on the committee:

Persons should have work experience and have the respect and confidence of their associates

Persons should have the time and flexibility in their work schedule to permit active participation on the committee.

Persons should have a strong sense of civic responsibility toward the school and community.

Persons should be familiar with the occupational skills and knowledges needed by office and distributive workers.

Persons should be aware of the manpower needs and requirements of the region.

Persons should be representative of varying business interests.

Persons should be familiar with the special educational needs of the physically and mentally handicapped.

Terms of office for members should be a specific duration and should be alternated so as to expire at different times.

The committee should elect a chairman or the Board of Education when appointing the committee should appoint a chairman, to serve for a period of at least two years.

The Advisory Committee more specifically contributes to the success of the business education program by:

assisting in promotion of the program

developing new training stations

securing employer participation in class activities

making suggestions concerning content of related instruction

helping obtain classroom equipment and instructional materials

providing resource speakers

assisting with club program activities

participating in the evaluation of the program

providing information concerning employment standards and opportunities for graduates

arranging special events such as an end-of-the-year student-worker/employer banquet

arranging publicity for the program

encouraging and guiding students to participate in work experience

*The material presented here came from two sources:

Bureau of Business Education. *Cooperative Work Experience Manual*. The University of The State of New York, Division of Occupational Education Instruction, Albany, New York.

Vocational Business, Office, and Distributive Education Bureau, *Handbook for Administrators and Coordinators of Cooperative Vocational Education*, State of West Virginia, Charleston, West Virginia.

PUBLIC RELATIONS FOR BUSINESS EDUCATION

Public relations for any organization is concerned with acquainting the public with the organization's activities, policies, goals, and other similar information, in an attempt to create favorable public opinion.

Neither a school system nor any portion of a school system can operate effectively without favorable public opinion. Public opinion must be developed through a vigorous, well-planned, adequately-supported, honest program of public information which presents unbiased reports of school activities. Progress and problems, achievements and failures, the good and the bad alike must be reported without undue exaggeration or concealment.

For good public relations the activities, policies, and goals of the school must be in harmony with the interests of the groups the school is trying to influence. Careful analyses must be made of these groups to determine their opinions relative to the school, and to indicate necessary action to foster a greater appreciation for the school. Such action may range from educating the school staff to correct internal weak spots, to a major saturation mass-media approach to the public such as through radio or television.

High morale among all echelons of staff or "esprit de corps" is the beginning point and is an absolute necessity for a successful public relations program. This "esprit de corps" is evidenced among staff members by their:

1. manner of dress and grooming
2. pride in achievement and the school
3. readiness to cooperate with, and a sincere interest and respect for, students, fellow workers, and the community
4. courtesy to fellow workers and to visitors
5. manner of work accomplishment
6. alertness

The program of public relations must be carefully planned and integrated so that all staff members are working effectively toward common goals. All information released should be approved by a central office to prevent harmful rivalry among various departments and to provide for coordination of effort. The principal spokesman for a school system is the chief executive officer, the superintendent. However, the function of spokesman may be designated to a public relations specialist who is responsible to the superintendent for the planning and implementation of the public relations program.

This individual should seek from all staff members cooperation and information which can be developed to accomplish the following clearly-defined purposes:

1. to gain prestige for the schools
2. to build good will with various public special groups
3. to explain educational policies and objectives
4. to review and counteract unfavorable situations
5. to influence either necessary legislation or other action to gain:
 - buildings and facilities
 - adequate supplies
 - sufficient equipment
 - adequate staff
 - commensurate salaries
6. to secure employer acceptance and approval of graduates
7. to attract parental support and interest
8. to promote understanding among administration, staff, and students
9. to inform school personnel of the financial and economic condition of the school system and the community served
10. to limit the harmful effects of incorrect or misleading statements sometimes attributable to special interest groups not always in accord with community or school education objectives

Ways for the business education staff to contribute toward the attainment of these public relations goals have been suggested by Calhoun in a checklist:

PUBLIC RELATIONS CHECKLIST FOR BUSINESS EDUCATION¹

I. Activities Used by the Business Education Teacher to Reach External Publics

A. Teacher's Public Relations Contacts with Businessmen

1. Instituting a Business-Industry-Education Day
2. Maintaining informal contacts with business
3. Conducting cooperative work-experience program

¹Calfrey C. Calhoun, "Public Relations for Business Education," *Administration and Supervision in Business Education* (Washington, D.C.: National Business Education Association, 1965), pp. 184-186.

4. Holding a summer position in business
5. Conducting surveys of business
6. Using business-sponsored instructional aids
7. Attending business-sponsored workshops and conferences
8. Setting up an adult education program
9. Attending and participating in National Office Management Association meetings

Public Relations Contacts with Parents

1. Reporting on student's work
2. Holding a school open house event
3. Issuing information explaining the business education program
4. Receiving visitors at school
5. Participating in Parent-Teacher Association activities

C. Public Relations Contacts through Professional Groups

1. National and state business education associations
2. Local business education associations
3. National and state education associations
4. Local education associations

D. Public Relations through Colleges and the State Department of Education

1. Training business education student teachers
2. Cooperating in research studies
3. Participating in conferences and workshops

E. Public Relations Contacts with Prospective Students and Alumni

1. Providing information to prospective students about the business education program
2. Making surveys of business education alumni

F. Public Relations Contacts of Business Teachers with Other Outside Groups

1. Sharing instructional materials or ideas with business education departments of other schools
2. Making contacts with the public through newspaper and magazine articles about business education in the school
3. Providing information regarding student qualification for jobs on request of local business or employment bureau

II. School-Sponsored Activities that Promote Good Relations for Business Education

A. Clubs, Displays, Assemblies, Field Trips

1. Future Business Leaders of America (or other business club)
2. Honorary, service, and special-interest clubs in which business students participate
3. Business education classroom bulletin boards
4. Field trips to offices, stores, plants in community
5. Assembly demonstrations by expert typists, machine operators

B. School Observance of Special Days of Weeks

1. Parent-Visitation Day (or night)
2. Education-Industry-Business Day
3. Career Day (or week)
4. American Education Week

C. Special Services by Business Students for Teachers, Administrators, or the Community

1. Office Assistant to members of the school staff
2. Guest speaker representing business education before community groups

III. Activities Used by the Business Education Teacher to Reach Internal Publics

A. Effective Internal Relations through Contacts with Students

1. Maintaining an effective instructional program
2. Providing guidance in planning a program and choosing a career
3. Using an office laboratory for instruction
4. Recognizing outstanding student achievement
5. Sponsoring and participating in student organizations and programs
6. Using special materials and equipment

B. Effective Relationships with Administrators and Supervisory Personnel

1. Keeping administration informed through an annual report
2. Preparing interim reports of business education activities
3. Reporting newspaper or magazine articles published by business teachers
4. Issuing departmental booklets or information describing the business education program

C. Better Relationships with Other Faculty Members

1. Being a participant at faculty meetings

2. Serving on interdepartmental committees
3. Exchanging professional literature or instructional materials and ideas

D. Contacts with the Guidance Counselor or Staff

1. Cooperating in instructional and job placement of students
2. Assisting in administering and analyzing tests for students vocational, aptitude, achievement
3. Keeping counselor informed of latest developments in business education
4. Cooperating in preparation and maintenance of literature dealing with business opportunities and requirements

E. Contacts with School Office, Maintenance, and Service Staff

1. Using the school office as a training station for business education students
2. Providing information about business courses, curricula, and students to office staff
3. Issuing invitations to visit the business education department during special events

F. Relationships with School as a Whole

1. Holding informal conversations with all school personnel
2. Issuing invitations to participate in business education programs
3. Making departmental machines, equipment, and facilities available to school personnel

Among the public-relations techniques which are easily employed by Connecticut business educators are:

special events such as ceremonies to present student awards for high achievement in business education (awards such as special pins used as letters in athletics are suitable)

an instructional program which makes judicious use of field trips, community speakers, and visits to and from businessmen

newspaper articles giving news of: businessmen and others who speak to business classes; job placements for graduates; donations to the business department by business and other groups; career-day events; special business education events, such as the acquisition of new equipment, the arrival of a new teacher, special business programs, etc.

business student (teacher) participation in community projects such as fairs or exhibits, chamber of commerce endeavors, appropriate charity drives, and the like

All of these activities should receive adequate in-school recognition through school bulletins, newspapers, and/or assembly programs. The general public should be kept informed of newsworthy items through community newspapers, local radio and/or television coverage.

Another effective device used by some Connecticut business teachers is personal congratulatory letters to parents or guardians of students who should be given recognition for outstanding achievement, the securing of a job, successful participation in cooperative work experience programs, or other accomplishments for which recognition is due.

THE SURVEY – AN IMPORTANT CONTRIBUTOR TO BUSINESS EDUCATION

In order to provide an effective business program to meet the needs of students and the business community, the Business Education Department must be in constant touch with the community and with students – past and present. In addition to the informal contacts maintained with alumni and businessmen as they visit the school or are encountered in the community, helpful data can be obtained in written form by means of a survey instrument.

Surveys may be made of the business community to obtain such up-to-date information as:

- types of equipment used in the office or store
- extent to which the equipment is used
- number of office and/or store employees in relation to the total work force
- types of jobs of an office and/or store nature
- employee replacement needs and job opportunities
- wages and salaries typical of the community
- job performance standards
- employment practices, including testing programs

Surveys of present and former students provide information of value in maintaining a business program that best meets student needs. Students are able to provide such information as:

- subjects they studied in school
- the first job – type and duties performed
- extent to which the business program provided knowledges and skills they found to be of value on the job
- suggestions for curriculum modifications to meet job needs
- beginning wage or salary
- those aspects of the business program that contribute most – least to job preparation
- equipment and supplies used on the job
- estimate of extent to which the business program followed met their needs in world of work
- how first position was obtained
- (asked of students who left school without completing program) reasons for leaving;
- what would have kept them from leaving

Surveys may be made by use of a mailed questionnaire form or through personal interview. The former takes much less time but often is less reliable. It is often difficult to locate former students and some will not complete and return the completed survey form. Those who conscientiously complete and return the form are often likely to be the more successful workers when perhaps the department is as interested in results from those former students who have experienced less success. Also, some respondents may misinterpret the questions

that are asked unless the questionnaire is very carefully constructed. The personal interview can overcome some of the weaknesses of the mailed questionnaire. The interviewer is able to assure that the questions asked are understood and is able to obtain from the interviewee a more complete response. If carefully planned and carried out, however, either means of obtaining the requested information can be used effectively.

Even though a department may wish to construct its own survey instruments, various periodicals and texts contain models of checklists, questionnaires, and interview forms which may be used to obtain information.

SECTION V

PROFESSIONAL PERSONNEL

Teacher Qualifications and Professional Development

The Business Teacher and the Metric System of Measurement

TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

PREPARATION OF THE BUSINESS TEACHER AND THE DISTRIBUTIVE EDUCATION TEACHER

These teachers, like other professional persons, need a strong preparation for the important task of preparing young people to meet life responsibilities. Included in this preparation are three elements: courses designed to provide academic or general education, courses designed to provide business and economic competencies, and courses designed to provide an understanding of the teaching and learning process. The teacher not only must possess a broad educational background and be able to demonstrate business knowledges and skills, but also should know how to teach through understanding of the learner, the learning process, and methods of evaluation. Finally, a teacher can be a better teacher having had successful business or distributive experience, preferable in the areas related to the teaching assignment.

To assure that Connecticut's teachers possess the necessary competencies, state certification requirements stipulate that to gain certification, the teacher must meet at least minimum certification requirements, such as those listed for various types of certificates:

Provisional Certificate – Business Teacher. This certificate is issued when the applicant has met the following requirements:

- (a) Holds a bachelor's degree from an approved institution
- (b) Has a minimum of forty-five semester hours' credit in general education courses, such as English, science, mathematics, social sciences, etc.
- (c) Has a minimum of eighteen semester hours' credit in professional education including foundations of education, educational psychology, curriculum and methods of teaching, student teaching, guidance, health, and safety education
- (d) Has a minimum of thirty semester hours' credit in one or two areas of business subject matter (ordinarily, in any combination of business and economic subject matter courses meets this requirement)
- (e) Has had a course in U.S. History, and either has taken a course dealing with or has passed an examination demonstrating knowledge on use and abuse of drugs

This certificate is issued for ten years and may be exchanged for a standard certificate.

Standard Certificate – Business Teacher. This certificate is issued when an applicant submits evidence of three years of satisfactory experience in Connecticut under the provisional certificate, as attested to by the employing superintendent of schools. The final two

years prior to the eligibility for the standard certificate must have been consecutive years of employment in a recommending town, a regional school district, or approved private school.

In addition to the completion of satisfactory teaching experience, the applicant must complete either a master's degree or a program of thirty (30) semester hours of credit beyond the bachelor's degree. Such a thirty-hour program need not lead to a master's degree and may include graduate or undergraduate courses. Additional credit for standard certificate purposes may be obtained through one of the following ways:

- a. a planned program at an approved institution of higher education, or
- b. an individual program which is mutually determined or approved by the teacher and the superintendent of schools or a supervisory agent designated by the superintendent. An individual program may include in-service programs sponsored by town or regional boards of education or approved private schools. The in-service program must be approved by the Joint Subcommittee of the Commission for Higher Education and the State Board of Education.

Provisional Certificate – Distributive Education Teacher. The person being prepared by an educational institution as a distributive education teacher must, of course, meet the requirements of that institution's program. Minimum requirements which must be met for certification as a distributive education teacher are:

- (a) A baccalaureate degree
- (b) Fifteen semester hours in related distributive education subjects, such as merchandising, marketing, textiles, advertising, store organization, and the like
- (c) At least nine semester hours of professional education which must include principles of vocational education, organization and administration of vocational distributive education, and improvement of instruction in distributive education
- (d) At least one year or 2,000 hours as a successful paid worker in a distributive occupation

Standard Certificate – Distributive Education Teacher. The holder of a provisional certificate as a teacher-coordinator in distributive education may receive a standard certificate by meeting the following requirements:

- (a) three years of satisfactory service in a position covered by the provisional certificate, and

- (b) a master's degree or thirty semester hours' credit in approved graduate courses, of which no more than fifteen semester hours of credit should be in professional education

To be eligible to receive a teaching certificate as a business teacher or as a distributive education teacher, an applicant must be recommended by the institution in which the person takes a teacher education program. The official acting for the preparing institution shall indicate the belief that the applicant has completed satisfactorily a program of preparation equal to or in excess of the stated minimums prescribed in the Connecticut certification regulations, that the applicant has the necessary qualities of character and personal fitness for teaching, and that the person is competent to perform the duties of the type of position for which prepared.

PREPARATION OF SUPERVISORY PERSONNEL

Some teachers of business or distributive education subjects may wish to qualify for supervisory and intermediate administrative positions. They can do this by meeting the certification requirements for such positions. These requirements are given:

Intermediate Administrator or Supervisor – Provisional. The Intermediate Administrator or Supervisor Certificate is required for all administrative and supervisory positions in the public high schools of Connecticut, including supervisory consultants in special subjects. The provisional certificate applicant must meet the following requirements:

- (a) Holds a standard Connecticut teaching certificate; or is eligible for a provisional Connecticut teaching certificate, and meets all course requirements for a standard Connecticut teaching certificate; and holds a master's degree from an approved institution
- (b) Has five years of successful teaching experience
- (c) Presents the recommendation of an accredited college or university that is approved in Connecticut for the preparation of administrative and supervisory personnel. The program on which the institutional recommendation is based shall aggregate not less than fifteen semester hours of graduate study in addition to the master's degree, taken at the recommending institution
- (d) Has completed, in the total post-baccalaureate program, study in foundations of education, psychological foundations of learning, curriculum development, and educational administration and supervision with emphasis appropriate to the professional career objective of the applicant.

Intermediate Administrator or Supervisor – Standard. This certificate is issued when an applicant submits evidence of three years of satisfactory experience in Connecticut under the

provisional certificate, as attested to by the employing superintendent of schools. The final two years prior to eligibility for the standard certificate must have been consecutive years of employment in a recommending town or regional school district. In addition to the completion of satisfactory administrative or supervisory experience, the applicant must complete thirty hours of credit beyond the master's degree. Additional credit for standard certificate purposes may be obtained through one of the following ways:

- (a) A planned program at an approved institution of higher education, or
- (b) An individual program which is mutually determined or approved by the administrator or supervisor and the superintendent of schools or a supervisory agent designated by the superintendent. An individual's program may include in-service programs sponsored by town or regional boards of education. The in-service program must be approved by the Joint Subcommittee of the Commission for Higher Education and the State Board of Education

The total undergraduate and graduate program shall have included, in addition to appropriate professional preparation for teaching, administration, and supervision, not less than one hundred semester hours of general education. The term "general education" is sometimes interpreted to mean any courses not considered to be professional education.

Note: The present or prospective business teacher should be aware of the trend toward placing primary emphasis in teacher preparation and certification on teacher competencies rather than on completion of specified courses. Emphasis is also being given to the need for the business teacher to recognize the importance of career education and the role business education has in the implementation of career education.

Connecticut can be and is justly proud of its business teachers because most of them possess the qualities needed for teaching success which are listed.

Qualities of the Successful Business Teacher

The successful teacher of business subjects:

1. keeps up to date in business subject-material both in the teacher's area of specialization and in the broad area of business
2. plans and organizes lessons carefully
3. maintains good relations with the business community
4. sponsors or is involved with student organizations and activities
5. keeps informed on and acquaints students with career opportunities

6. serves effectively on faculty work committees
7. attends and contributes to the work of educational professional associations, especially those in business education
8. has had work experience in a store or office, and from time to time updates that experience
9. is able to maintain good discipline and the respect of students while at the same time creating a desirable learning environment
10. has a genuine interest in young people — both in and out of school
11. uses the English language correctly and skillfully, expresses ideas effectively and in a well-modulated voice
12. maintains good relations with students, fellow teachers, and administrators
13. has good posture and grooming
14. possesses intellectual and moral integrity and character
15. has a pleasing personality
16. adheres to the ethics of the profession
17. makes effective use of text, supplementary, and other instructional materials, including multi-media materials
18. is available to students for individual help
19. recognizes and makes provisions for individual differences among students
20. subscribes to and reads professional journals
21. keeps informed of local, state, and national events
22. makes effective classroom presentations
23. keeps abreast of business and education developments through in-service programs such as workshops and summer study
24. strives constantly to improve teaching performance
25. exhibits patience and understanding in relationships with others

Professional Associations in Business Education

The successful teacher is an active participating member of the professional associations related to business education. The main associations serving this area are:

National Business Education Association. This is the only national association devoted to and serving exclusively teachers of business subjects. Its services include planning and holding national and regional conventions for business teachers, supervisors, business teacher educators, and international business educators. Its membership is now approximately 20,000. The members receive the BUSINESS EDUCATION FORUM (published eight times a year on a monthly basis) and convention attendance privileges. Other services of NBEA include a National Business Entrance Testing Program, publications issued on a periodic basis, placement service, and other related services. The association actively supports programs and legislation deemed beneficial to business education and business educators.

The National Business Education Association is actually comprised of five geographical or regional associations — the Eastern Business Teachers Association, the North-Central Business Education Association, the Southern Business Education Association, the Mountain Plains Business Education Association, and the Western Business Education Association.

Persons particularly interested in international business education who are NBEA members may also join the United States Chapter of the International Society for Business Education. As the name implies, ISBE promotes the development and understanding of business education throughout the world. Each summer, the ISBE Chapters cooperate in planning and holding a one-week conference which interested chapter members can attend and combine with world travel.

Teacher education colleges and universities may hold institutional membership in the National Association for Business Teacher Education — the institutional division of NBEA. The purpose of NABTE is to give attention to problems, issues, and current developments in business teacher education. An affiliate of NABTE is the Research Foundation which has as its purpose encouraging and reporting research having implications for business teacher education.

The United States Chapter of ISBE, NABTE and the Research Foundation hold meetings at the same time as, and in conjunction with, the annual convention of NBEA. Information on any of the NBEA affiliates can be obtained from the NBEA publications.

The Eastern Business Teachers Association. The EBTA, the last group to become a regional association of NBEA, serves mainly business educators of the eastern states from Maine to Maryland. The Association was organized in 1897 primarily by private school educators. Over the years, it has served both private and public school business educators and remained an independent association until becoming the eastern regional association of NBEA. The 5,000 members of EBTA also hold membership in NBEA and receive the privileges associated with both organizations. EBTA holds its annual convention in October of each year in one of the east coast cities. Any business educator or other educator — active or retired — is eligible for NBEA/EBTA membership upon payment of dues. The amount of dues varies for regular professional membership and for student or retired-person membership. The address of NBEA/EBTA is 1906 Association Drive, Reston, VA 22901.

The Connecticut Business Education Association. One of the most important professional associations that serves primarily the State's high school business teachers is the Connecticut Business Education Association which is the state affiliate of NBEA. Membership in CBEA is open to any interested high school or post-high school business teacher. Any eligible person wishing to join CBEA can obtain the name and address of the current Membership Chairman by calling one of the business education consultants in the Connecticut State Department of Education in Hartford. Currently 660 of the 1246 business teachers of Connecticut are members.

CBEA holds its annual convention in October and publishes several issues of its Newsletter each year. In cooperation with the Business Education Advisory Committee to the Connecticut Department of Education, CBEA plans and organizes regional conferences throughout the state during the year on topics of interest to the state's business teachers.

This publication and previous editions of business education curriculum guides and handbooks and the directory of the state's business teachers are also the result of the work and leadership of these combined groups and of committees of business teachers working in cooperation with the state's business education consultants.

The American Vocational Association. The AVA is an organization to which all who are interested in or involved in any area of vocational education may belong. There is a division for each of the major vocational areas (Agriculture, Business, Distributive, Home Economics, Industrial Arts, Technical, Vocational Guidance, and others). The main objective of the Divisions is the development and maintenance of efficient programs of vocational education throughout the nation.

Services of the AVA include the AMERICAN VOCATIONAL JOURNAL (published monthly September through May), annual conventions, new update bulletins and other publications. The Association actively sponsors and supports programs and legislation of interest to vocational education and vocational educators. The Connecticut Vocational Education Association is this state's AVA affiliate. Membership is open to persons engaged in vocational education (including, of course, business and distributive education) in Connecticut. Detailed information on AVA and CVA can be obtained from any of the consultants in the Division of Vocational Education, State Department of Education, Hartford.

New England Business Educators Association. NEBA is a regional business education association which has as its purpose bringing together business educators from the six New England states. Through its annual convention in November of each year and newsletters, it deals with problem issues, and developments of interest to New England's business educators.

CUBIC. A new professional organization serving primarily two- and four-year college teachers of business subjects is the College and University Business Instructors of Connecticut (CUBIC). CUBIC was organized in 1972 to deal with problems and topics of interest to the state's college business educators. The Association holds two conferences a year and publishes CUBIC REVIEW.

Information regarding membership in any of the professional associations of interest to the state's business teachers on any educational level can be obtained through the business education and distributive education consultants in the Division of Vocational Education of the Connecticut State Department of Education, Hartford, Connecticut.

THE BUSINESS TEACHER AND THE METRIC SYSTEM OF MEASUREMENT

The United States is joining the rest of the world in converting to the metric system of measurement. The meter, the liter, and the kilogram (or the gram) are in the process of replacing the United States' yard, quart, pound, foot, gallon, etc. Recently Congress passed and the President signed a bill providing the opportunity for this country to convert to metric measurement. The change over will be neither rapid nor complete, yet the business teacher must become acquainted with and teach students metric measurement — at least its basics.

Fortunately, metric does not change time or dollar units of measurement. The time of day is still to be given in hours and minutes, and money amounts are to remain as dollars and cents. However, kilometers, meters, centimeters, and millimeters will replace miles, yards, feet, and inches in lineal measurement; volume will be expressed in liters rather than pints, quarts, or gallons; weight, in grams or kilograms rather than ounces and pounds; and temperature in degrees Celsius rather than degrees Fahrenheit.

Since both systems of measurement will undoubtedly remain in use for some period of time, teachers and students may find the table on the next page to be of considerable assistance in converting from one measuring system to the other.

METRIC CONVERSION FACTORS
Approximate Conversions to Metric Measures

Symbol	When You Know	Multiply by	To Find	Symbol
LENGTH				
in	inches	2.5	centimeters	cm
ft	feet	30	centimeters	cm
yd	yards	.9	meters	m
mi	miles	1.6	kilometers	km
AREA				
in ²	square inches	6.5	square centimeters	cm ²
ft ²	square feet	.09	square meters	m ²
yd ²	square yard	.8	square meters	m ²
mi ²	square mile	2.6	square kilometers	km ²
	acres	.4	hectares	ha
MASS (weight)				
oz	ounce	28	grams	g
lb	pounds	.45	kilograms	kg
	short tons (2000 lb)	.9	tonnes	t
VOLUME				
tsp	teaspoons	5	milliliters	ml
tbsp	tablespoons	15	milliliters	ml
fl oz	fluid ounces	30	milliliters	ml
c	cups	.24	liters	l
pt	pints	.47	liters	l
qt	quarts	.95	liters	l
gal	gallons	3.8	liters	l
ft ³	cubic feet	.03	cubic meters	m ³
yd ³	cubic yard	.76	cubic meters	m ³
TEMPERATURE (exact)				
°F	Fahrenheit temperature	5/9 (after subtracting 32)	Celsius temperature	°C

Source:

NBS Letter Circular 1051
 July 1973

U.S. DEPARTMENT OF COMMERCE
 NATIONAL BUREAU OF STANDARDS
 WASHINGTON, D.C. 20234

The business teacher who is interested in obtaining more information on the metric system and how it will affect and is affecting business education is referred to such sources as the following:

U.S. Department of Commerce, *Some References on Metric Information*, NBS Special Publication 389, National Bureau of Standards, Washington, D.C., 1973.

Articles on metrication -- series appearing in December, 1973, *Business Education Forum*, National Business Education Association, Reston, Va.

U.S. Department of Commerce, *What About Metric*, National Bureau of Standards, Washington, D.C. (Packet of teaching materials available from same source).

Business Education Index (Delta Pi Epsilon, Sponsor), Indexing articles dealing with metrication as applied to business education.

Think Metric (a 53-page booklet on the metric system), published by South-Western Publishing Company, Cincinnati, Ohio, 1975.

SECTION VI**Part 1****BASIC BUSINESS SUBJECT AREA****General Business****Economic Geography****Consumer Education****Economics****Business Law****Business Principles and Management**

**COMMITTEES
for the
BASIC BUSINESS AREA**

Co-Chairmen

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ECONOMICS**

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BASIC BUSINESS

Introduction

Basic Business, also known as Social Business, encompasses the non-skill areas of business education. The major emphasis in basic business is on economic understandings and competencies that are needed by all people. Topics commonly included in this subject area include: organization and operation of the business system; the role of the individual as producer, citizen, and consumer; and legal rights and responsibilities.

Basic business is intended to make a major contribution to general education. Some of the more common titles of basic business courses are: General Business (Introduction to Business), Law, Consumer Economics, Economics, and Business Management. These courses are usually offered for either a full year or for a half year, but the subject matter lends itself very well to organization into "mini courses" and other innovative formats.

Business educators should take the initiative in acquainting administrators, teachers, guidance counselors, parents, and students with the contribution which basic business education can make to the education of every student.

The material which follows is intended as a guide for the teacher of basic business subjects. It identifies some of the major objectives of instruction and subject matter appropriate to each course.

GENERAL BUSINESS

Introduction

General business is the introductory course in basic or social business. It is intended to make an important contribution to the economic literacy of every student in his emerging role as citizen, producer, and consumer. In an ever-changing economic society citizens must possess an understanding and appreciation of economic systems, and they must be intelligent consumers of goods and services. Students should be given social and economic understandings necessary if they are to use the nation's human and material resources for the betterment of the country and its people.

Other titles used for this course are Introductory Business Training, Introduction to Business, Elements of Business, and Economic Citizenship. In this course the student acquires skills and knowledges needed to be used in his various roles in society. In addition, general business provides essential background for those students who plan further study in business and economics. The course also provides exploratory pre-vocational and vocational experience for students to learn about career opportunities and the world of work.

Methods and activities used in this course will encourage students toward self-expression and self-motivation, and also develop ability to question, gather data, analyze, reason and use wise judgment. Community resources and media are used to the fullest extent possible to maximize realism and relevancy to students.

General business is most frequently offered at the ninth or tenth grade level. The course is required for students in the business program at some high schools and may be either a one- or two-semester offering.

A combination course (general business – business mathematics) may be offered as a replacement for the separate courses. Another increasingly popular alternative to general business are mini courses incorporating some of the subject matter of general business. These mini courses may provide an opportunity to non-business students who have a desire to investigate fundamental understandings in business. Examples of these mini courses are:

- Taxation
- Real Estate
- Insurance
- Investments
- Travel and Transportation
- Careers
- Business Communication
- Finding a Job

General Business Objectives

The following is a list of some of the objectives of a course in general business:

The student will identify and explain the various structures and operations of our economic system as they relate to his needs and wants.

The student will be able to identify and analyze the role of, and the relationship between, government, business, and labor in our economic system.

The student is able to demonstrate his ability to use the personal services rendered by banking institutions and to identify the contributions of these institutions to the community.

The student will be able to identify the common investment methods such as systematic savings and investments, stocks and bonds, property ownership, and to demonstrate how to use these methods to suit a variety of needs.

The student will be able to indicate skill in money management for himself and his family through effective budgeting and record keeping.

The student will be able to indicate skill in money management for himself and his family based on personal values and those of his family through effective budgeting and record keeping.

The student should be able to summarize the importance of modern communication and transportation services and how they facilitate social and commercial interaction, and to discriminate between their services in meeting his needs for a given situation.

The student will be able to describe the principles of intelligent buying and be able to evaluate the major factors involved in every buying decision.

The student will be able to display his understanding of the contribution of credit to our economic system and the sources, costs, and means of obtaining credit which are available to him.

The student will be able to explain the concept of insurance as a means of sharing economic risk and list and define the basic types of insurance.

The student will be able to recognize his legal rights and responsibilities in the market place and be able to identify the legal and organizational aids available to him.

The student will be able to make intelligent career choices and evaluate them in terms of his abilities, personal needs and wants.

Course Content

The United States Economy

Theory of Supply and Demand
 Limited Resources – Unlimited Wants
 Distribution of Goods and Services
 Gross National Product
 Capitalism, Socialism, Communism

Banking

Importance of Banking
 Savings Accounts
 Checking Accounts
 Bank Services

Money Management

Decision Making
 Setting Goals/Priorities
 Planning the Use of Money
 Salaries and Deductions

Credit

Advantages/disadvantages/Guidelines
 Types
 Credit Sources
 Truth-In-Lending Act
 Fair-Credit Reporting Act
 Importance of Credit

Insurance

Life and Casualty
 Homeowners
 Automobile
 Health
 Social Security

Miscellaneous Items

Investments
 Communication

Labor
 Government

Job Choice
 Transportation

Taxes

Methods of Instruction

General Teaching Techniques

- Field Trips
- Guest Speakers
- Oral and Written Reports
- Films and Filmstrips
- Workbooks, Projects, and Practice Sets
- Bulletin Boards
- Student Discussions, Panels and Skits
- Games
- Role Playing

Specific Teaching Techniques

A Study of Our Economic World

After interviewing a friend and/or relative who has lived overseas, students could write a report on freedoms permitted or not permitted in foreign nations.

Have students clip from newspapers and magazines current articles discussing the gross national product and the economic changes predicted for the economy.

Have students report on the various styles of living within the country which are due to the economic, natural, and human resources which are abundant or lacking in particular areas.

The Nature of American Business

Have students prepare a chart on local businesses indicating the type of utility added by those businesses to goods and services.

Invite a representative from a local business, either a person who is in a managerial position or a sole proprietor, to discuss the problems encountered in operating a business.

Have students take a field trip to a data processing center of a large company (perhaps one of the insurance companies in Hartford) to see computers in action as they receive, store, and retrieve information.

Study the occupations connected with various areas of work by inviting guest speakers, or taking field trips, or interviewing people employed in various occupations.

Have students bring to class a stock certificate and a copy of an annual report from the company issuing the stock.

If Junior Achievement has a local chapter in the community, invite a representative of Junior Achievement to speak to the class on the purpose of the organization.

Business and the Consumer

Have students collect pictures from magazines depicting a product in various stages of production.

Have students take a field trip to a plant to view an assembly line in operation.

Have students prepare a bulletin board illustrating how products typically follow the channels of distribution.

Have students prepare oral reports summarizing the findings of either *Consumer Report* or *Consumer Bulletin* regarding a particular product.

Invite a representative from the Better Business Bureau to speak to the class regarding the responsibilities of a shopper, the Bureau, and the merchant.

Invite an officer of the local Chamber of Commerce to speak to the class regarding the growth of suburban shopping malls, particularly if a mall is available to most students.

Have a student interview a local merchant to determine why he accepts merchandise returned when he doesn't have to do so.

Have students assume the roles of sales clerk and shopper, each demonstrating how one can help the other.

Have students prepare a bulletin board showing the agencies and devices available to help him get the most for his money.

Study careers related to distributive and retail fields by consulting career cluster handbooks, taking a field trip, inviting a speaker to talk to the group (perhaps a member from the American Marketing Association or a person connected with Distributive Education), and studying the classified advertisements in local and large city newspapers.

Banks and Banking Services

Take a field trip to a bank (preferably a home office rather than a branch) to view the operations performed in a bank.

View film, *It's only Money*. The excellent film is available free from DIC Film Library, Association-Sterling Films, 600 Madison Avenue, New York, NY 10022.

Demonstrate the operation of a check writer (check protector).

By developing a practice set or by using problems from the workbook associated with the class text, have students prepare checks, deposit slips, bank reconciliation forms, and a record of the information necessary for keeping accurate records (check stubs or check register).

Collect and display the forms a customer would routinely come in contact with as a checking- and/or savings-account customer.

Have students prepare a list of various places within their community where one may purchase money orders or other instruments to be used in place of cash.

Invite a speaker from a local bank to discuss the special problems caused when people are careless in writing, endorsing, and cashing checks.

Using Credit Wisely

Have students prepare a bulletin board to illustrate credit applications from local retailers and banks including promissory notes and installment contracts. Discuss the importance of reading the "fine print."

Have students survey local retail firms to determine what types of credit these firms offer: 30-day, revolving charge plans, lay-away plans.

Invite a representative of a local bank or consumer finance company to discuss the importance of a good credit rating and the criteria used in accepting or rejecting applications for credit.

Invite a representative from a welfare or social agency to discuss the special problems encountered by the economically deprived in using credit.

Have students clip advertisements offering credit. The class may discuss the merits of each advertisement and its appeal or ability to sell "easy credit."

Have students prepare skits related to the use of credit.

Discuss the major provisions of the "Truth in Lending Act," including the buyer's right of rescission.

Suggested films: *The Littlest Giant* (#S416); *Personnel Financial Planning and Wise Use of Credit* (#S424) — the last two come together as a package with teacher's guides. These three films are available from Association-Sterling Films, 410 Great Road, Littleton, MA 01460. Also available is *Credit* obtainable from Film Librarian, Public Relations and Advertising Department, Aetna Life and Casualty, 151 Farmington Avenue, Hartford, CT 06115.

Economic Risks and Insurance

Contact the Insurance Information Institute, 110 William Street, New York, NY 10038, for a brochure on free instructional material. The Institute will often supply in quantity leaflets on auto insurance, homeowner's insurance, as well as charts for bulletin boards.

Have students prepare a bulletin board to show the four main types of insurance: auto, health, life, property with which most families come in contact. Also show income security insurance.

Have students clip from newspapers and magazines articles describing catastrophes caused by fire, flood, tornado, earthquakes, ice storms. Have the students categorize the type insurance required for protection, i.e., basic, broad, comprehensive.

Have students list in class the contents of a room in their home. As a homework project have them take an inventory of that room. Discuss the results in class next day.

Invite representatives of local agencies to discuss auto, life, and property insurance, including cost.

Discuss group insurance in terms of fringe benefits offered by employers.

Have students read and discuss "Safeguarding Your Home," an article which appeared in the March, 1975, *Reader's Digest*.

Obtain brochures from C.M.S. and Connecticut Blue Cross describing available contracts and costs if bought on an individual basis.

Contact local Social Security Administration to obtain a free kit which includes various teaching aids on the subject.

Take a field trip to one of the major insurance companies in order to acquaint students with job opportunities available in that industry as well as the immense physical operation required by insurance companies.

Have students present a skit on loss of personal property.

Suggested films: *Insurance* available from Film Librarian, Public Relations and Advertising Department, Aetna Life and Casualty, 151 Farmington Avenue, Hartford, CT 06115 (includes teacher's guide). *To Life With Love* (#G065) available from Association-Sterling Films, 410 Great Road, Littleton, MA 01460. Also consult film list available from Insurance Information Institute, 110 William Street, New York, NY 10038.

Measurement and Evaluation

Student achievement in general business must be measured in terms of teaching objectives by several types of examinations or measuring devices such as objective examinations, essay examinations, problem examinations, or performance examinations. Class recitation or participation should also be evaluated in determining student achievement. Student projects such as practice sets, special reports, notebooks, displays, participation in skits, are also integral parts of the evaluation process.

ECONOMIC GEOGRAPHY

Introduction

Economic Geography is recognized as a course which improves the general education of citizens who need to know the economic advantages and limitations of Connecticut, the Northeast and the Nation. Newspapers and other media frequently make reference to the economic development or underdevelopment of various regions or countries of the world.

The business economy of the New England region and the Nation is dependent upon other geographic areas of the world to fulfill the basic needs for resources. Economic Geography with its emphasis upon basic economic principles will contribute to the economic literacy of the student and avoid a repetition of the social-cultural aspects of geography as generally emphasized in the social studies objectives.

Regardless of the curriculum area in which the course is offered, it should be considered as one contributing to the economic education of students. Economic Geography, usually a half-year course, has no prerequisites and is often recommended for grade 10, but may be considered for grades 11 and 12.

Specific Objectives

Upon completion of the course the student will be able to:

understand and recognize the importance of the fundamentals of economics as related to geography

identify the various regions and geographical areas and their significance in economic and world affairs

appreciate and understand the influence of geography upon production and consumption of goods

understand the nature of industrial processes and the implications of dynamic regional differences in industrialization

understand the importance of natural resources

develop an interest in the conservation of natural resources

read, interpret, and use basic maps, charts and other similar geographic materials

recognize and understand basic reasons for the economic interdependence of nations

Course Content

The teacher will find it desirable to emphasize instructional units which are currently receiving greater attention in the world because of economic or related problems. In general, the following is a suggested guideline:

Fundamentals of Geography

Special Vocabulary

Interpretation of Maps

The Globe – Parallels, Meridians, Time Zones

Flat and Special Information Maps – Kinds and Uses

Unit on Connecticut

Physiographic Factors

Economic Activities

Current Economy

Climatic Regions of the World

Importance of Climate

Relation to Man's Economic Activities

Relation to Natural Vegetation, Animal Life, Soils

Man's Relation to Soil and Its Influence on Occupations

Origin of Soil

Kinds and Uses

Conservation

Man's Use of Minerals and Mineral Classification

The Influence of Landforms on Man's Activities

Plains

Plateaus

Mountains

Hills

Economic Importance of Power

Coal

Petroleum

Natural Gas

Water
Nuclear
Solar

Manufacturing – Economic Factors

Market
Raw Materials
Labor
Power
Transportation

Transportation

Land
Water
Air
Trade Centers and Development

Methods of Instruction

Methods of instruction may include

The Lecture – combined with skillful use of audio visuals, maps, charts, student displays, photographs, and other devices which will improve the effectiveness of presentation

Problem/Project – involves definite problems or projects to be completed. Consideration must be given to student research ability and the amount and type of reference material available

Topic Outline – follows an outline prepared by the teacher

Class Discussion – results from reading and problem activities of students

Research, Correlated Reading, Term Papers – followed by presentation and discussion

Evaluation

Students may be evaluated by periodic objective tests. Also student participation and contribution in class discussions, research activities, projects, special reports, workbook assignments, and bulletin board preparation may be evaluated by the teacher.

Student research projects based upon geographic and economic implications of the following topics may be included:

- Agri-business Products
- Extractive Industries (Fish, Forests, Fuels, Minerals)
- State, General Region, Country
- Utilities
- Transportation
- Manufacturing
- Population Patterns
- Topography and/or Climate

CONSUMER EDUCATION

Introduction

This course is designed to help the student in his decision making regarding his personal finances. The course is a practical approach to acquiring, saving, and spending money.

Other titles used for this course are Consumer Economics, Consumer Concerns, Basic Consumer Problems, Dollar Power, and Consumer Studies.

According to the President's Committee on Consumer Interests (see bibliography) consumer education is the preparation of the individual in skills, concepts and understandings that are required for everyday living to achieve, within the framework of his own values, maximum satisfaction and utilization of his resources.

Consumer education seeks to help each person:

Understand his own value system.

Develop sound decision-making procedures based on his own values.

Evaluate alternatives in the marketplace in order to become a skillful buyer of the goods and services he will need.

Understand his rights and responsibilities as a consumer in our society.

Fulfill his role in directing a free enterprise system.

The following concept units cover the important areas in which students will function as consumers and citizens:

Consumer Planning and Decision Making

Financial Security

Social Living

Banking and Government

In the consumer education classroom, however, variations among students and differing communities will largely determine to what degree objectives can be achieved. The characteristics of students will also determine to a large extent, the teaching techniques to be employed, the approach to the subject, and the degree of emphasis to be placed on each content area.

Consumer education may be presented in various ways. It can be offered as a full year course, a one semester course, an integrated course, or as a series of mini courses. Unit content selection can be made by the individual teacher and also by teacher/student group selection. Approach can be through the individual teacher, by team teaching, an interdisciplinary approach, or through independent study. Consumer education can be handled by age group presentation or by subject area and can be offered to all grade levels.

Whatever the approach, emphasis should be on the use of knowledge gained and the development of skills to help all students make the kinds of decisions which will help them to participate effectively in the marketplace and financial world in order to obtain maximum benefits and satisfaction from resources.

Student progress can be continually measured through the use of unit quizzes, classroom participation, and projects which will be assigned according to the interest and ability of the student involved.

Consumer Education Objectives

For units as indicated each student should be able to:

Consumer Planning and Decision Making

Demonstrate how consumer choices relate to personal values and goals.

Determine how different stages in the life cycle affect individual goals and as a result bring changes in spending patterns.

Plan for efficient and satisfying use of money based on an awareness and understanding of personal values and goals as they relate to the use of resources, environment and life style.

Formulate strategies which will assist in analyzing consumer problems.

Identify and use reliable sources of consumer information.

Understand the rights and responsibilities of the consumer and evaluate procedures for the presentation of grievances.

Financial Security

Devise and follow through on a savings and investment program suited to personal needs.

Identify ways, places and reasons to save and invest for different purposes.

Determine personal goals, net worth, liability and earning potential to decide the amount and type of insurance and define the areas of protection each provides to meet present and future needs.

Consumer Purchasing

Use knowledge gained of selling methods to make logical and intelligent choices in the marketplace and judge value and accuracy of various types of promotions, advertising, and sales in terms of objective standards.

Determine and appraise the advantages of preplanning purchases and comparative shopping.

Devise an outline of basic planning and buying principles which can be applied to the selection of major services and goods such as transportation and housing.

Identify and explain the types, sources and costs of credit for different purposes as well as understand its effective use.

Describe and understand the purposes of Federal and State laws that govern consumer credit.

Understand how to establish credit.

Social Living

Analyze practices and preferences for spending non working time.

Evaluate the cost factors of "fun time" in relation to the entire financial plan.

Consider the alternatives for spending time and energy and the effect of such decisions on the individual, the family, and the community.

Banking

Open an individual checking account and understand how to write and endorse checks as well as keep accurate records.

Evaluate banks in relation to costs and services.

Understand the role of banks and banking in the economic system.

Government

Develop an understanding and recognize the legal rights and responsibilities of the consumer.

Recognize agencies and forces at work to aid and protect the consumer.

Understand the purposes and types of taxation and prepare those tax forms relevant to the individual.

Course Content

Consumer Planning and Decision Making

- Occupation, Income and Life Style
- Shaping the Future – Goals, Values and Economic Choices
- Financial Planning, Budgeting and Management of Money Resources
- Wise Buying
- Consumer Information Sources and Problems
- Money, Time and Energy as Resources
- Rights and Responsibilities of the Consumer

Financial Security

- Savings Institutions and Instruments
- Types of Investment Media
- Life, Health and Social Insurance
- Annuities, Pensions and Retirement
- Education and Jobs
- Estate and Retirement Planning
- Laws Providing Protection

Consumer Purchasing

- Transportation
- Price Comparison
- Leisure-time Merchandise
- Home Buying – Food, Drugs, Cosmetics, Clothing, Furnishings, Health Care
- Living Space
- The Art of Shopping – Ways of Buying
- Advertising and Other Buyer Aids
- Deceptive Practices
- Establishing and Building Credit
- Sources and Use of Consumer Credit
- Contracts, Warrantees and Guarantees
- Consumer Credit Legislation
- Agencies to Aid Credit Users

Social Living

Choices and Costs of Leisure-time Activity
 Time and Its Use
 Health, Physical Fitness, Life Style
 Financial Budgeting for Recreation and Leisure
 The Recreation Dollar in the Economy

Banking

Checking Accounts and Services
 What Banks Offer
 How Banks Operate
 Laws Governing the Banking Industry
 Shopping for Money

Labor, Management and Government

Organization and Services
 Local, State and Federal Taxation
 Consumer Protection Agencies
 Economy and the Consumer
 Environment and the Consumer
 Government Control
 Inflation, Currency and the Money Market
 Laws for the Consumer

Methods of Instruction

The following methods of instruction may be appropriate:

Lecture	Games and Simulations
Group Discussion	Role Playing
Case Study Method	Classroom TV Productions
Guest Speakers	Dramatic Presentations
Panel Discussion	Individualized Instruction
Student-led Classes	Student Oral Reports
Group Research	Individual Projects

Materials of Instruction

In addition to the texts and materials given in the bibliography the following materials will be of value if they are up-to-date and reflect the latest trends and developments:

Films
Cassettes
Kits
Workbooks
Newspapers
Reference Books

Film Strips
Flow Charts
Community Resources
Magazines
Pamphlets
Student-prepared Displays

ECONOMICS

Introduction

Economics affects all citizens because they make frequent decisions on economic matters. Economic competence is essential for individuals to function as good citizens. Economics is that body of knowledge that deals with the way a society organizes itself to solve the universal problem of unlimited wants and scarcity of resources. This course is recommended for the general education of all students and is particularly appropriate for those students thinking of careers in such fields as finance, business administration, accounting, banking, political science, law, and marketing.

Economics is concerned with the way society responds to several questions such as: What shall be produced with the available resources and how will it be produced? How much shall be produced, for whom, and how will the values of society be accommodated in the economic system?

This course is recommended for all students in either the eleventh or twelfth grades. The purpose of Economics is to develop functional economic literacy rather than to develop economists. The course is generally designed as a one-semester course, however an economics course may be designed to meet particular needs and extended to a full year. No prerequisites are required.

Specific Objectives

The student should be able to:

display effectively the ability to analyze economic problems through sound logical reasoning and critical expression on current economic issues and problems

explain the importance of the individual as a citizen in the American economic system

demonstrate an understanding of economic decision making on a local, national, and international level

use tools of economic analysis as they relate to decision making

demonstrate an awareness of economic resources, and explain how the economy has changed, and give some of the reasons for this change

demonstrate the ability to appraise, interpret, and describe basic economic theories and concepts as they relate to:

scarcity of resources
economic growth and stability

the market system in a private enterprise economy
 supply and demand
 the role of government, labor, and the consumer in a market-oriented society

contrast the way economic systems of other countries are organized and operate in solving the basic economic problems in allocating scarce resources

display a basic economic vocabulary and demonstrate an understanding of the more common economic terms used

demonstrate an awareness of the inter-relationship that exists between various sectors of the total economy

General Objectives

Develop in the student:

motivation to pursue independent study in economics

a realization that solutions to economic problems must be developed in terms of goals and values, and that these differ with individuals and groups

a realization that there is seldom any one and only "correct" solution to an economic problem

Course Content

The course content will be influenced by the ability levels and backgrounds of the students. The teacher's own background, training, and enthusiasm for the subject, and the resourcefulness and ability with which the teacher can apply the best methods of instruction, will also influence the content. A general suggested coverage should include:

The American Economic System
 The Role of the Individual and Government
 The Relationship between Production and Income
 Government Controls, Competition, and Monopoly
 Income Distribution (wages, rent and interest)
 Money, Credit, and Banking
 Government Revenue and Expenditures

Methods of Instruction

Teaching methods may include:

Simulation games available from several sources including the Joint Council on Economic Education, New York, NY 10036

Vocabulary games which develop better understanding of economic terms

Role playing (an example would be labor-management arbitration session)

Bulletin boards in which the teacher helps the student to illustrate effectively an economic concept or principle

Debates (examples might include: unemployment vs automation, income tax vs sales taxes) adequate resource materials need to be made available to allow for ample research of the topics

Newspaper, magazine, and graphic displays, posters and charts that are adequately explained and changed frequently

Numerous tried and effective ideas for presenting economic concepts to students of high school age can be located in published reports entitled "Economic Education Experiences of Enterprising Teachers," The Calvin K. Kazanjian Economics Foundation, Inc., P.O. Box 452, Wilton, CT 06897, associated with the Joint Council Economic Education

Speakers representing labor, management, government, banking, agriculture, consumer groups and others. The presentation of counterbalanced viewpoints is most important

Class trips to view nearby industries, government agencies, and organizations that relate to the topics being discussed – careful advanced planning and follow-up are essential

Numerous simulation and vocabulary games are available. A teacher should evaluate carefully in advance, whether these games will fit into the classroom learning activities

Community Resources

Utilizing the local community should be an important aspect for the objectives of the course. A study of local firms will help students obtain a clearer understanding of economic principles.

Useful publications relating to the use of community resources include:

Teacher's Guide to the Use of Community Resources in Economic Education, Joint Council on Economic Education.

How to Utilize Community Resources, National Council for Social Studies.

Economics of the Community. Scott, Foresman and Co.

Methods commonly used by experienced economics teachers include:

Discussion and analysis of published reports of the state, city, or town, showing the organization, financial structure, receipts and expenditures and other related topics.

Discussion and analysis of other publications which explain the various departments and commissions within a community which provide economic statistics.

Measurement and Evaluation

In preparing tests for Economics, the teacher should take care to include only those items which cover the subject matter which has been taught. Because a test should fit a specific course of study or a given part of that course, every effort should be made to develop a test which will measure and evaluate the attainment of course objectives. The teacher with a clear understanding of the kinds of learning to be developed through the course will have the most success in the development and administration of testing program. Tests should be designed to determine the extent to which the learner has achieved the course objectives.

Because economics, as taught on the secondary level, is non vocational in nature, the measurement of understanding of concepts is most important. The teacher should be more concerned with measuring the application of learnings than with measurement of knowledge of facts. Many commercial tests are available from publishers to assist the teacher. However, most of these tests stress measurement of facts recalled. The economics teacher should prepare tests to measure basic economic principles and concepts learned by the students. Only through preparing, trying, and evaluating will a teacher be able to determine how good each test actually is in his program of testing and evaluation.

BUSINESS LAW

Introduction

A law course serves the two-fold purpose of meeting the demands of both the general and vocational education of the student. The former is achieved through providing the student with the opportunity to develop an understanding of rights and obligations in meeting the legal demands of society. The vocational aspects include education about careers in law (lawyer, legal secretary, court clerk, paralegal professional) and about basic legal information which is significant for persons who work in business or office occupations.

The course is usually recommended for the eleventh or twelfth grade.

In most Connecticut high schools, the course title is Business Law. However, other course titles such as Law I, Law II, Teenage Law, Legal Concepts, Principles of Law are also used. These latter titles may have a more general appeal to high school students and for that reason are probably preferable.

Specific Objectives

Among the objectives of the law course are:

The students will become aware of and develop a basic understanding of their legal rights and obligations as citizens, consumers, and workers within the social structure.

The students will develop a basic understanding of and be able to analyze their roles as citizens and will be able to identify laws that will meet the changing needs of society.

The students will gain a basic understanding of the local, state, and federal court system.

The students will be able to identify both federal and state agencies and laws that provide protection for the consumer's interest and concerns.

The students will develop an understanding of the important laws which affect them as residents of the state of Connecticut.

The students will develop an understanding of and be able to discuss the expanding role of the minor in society.

The students will be able to distinguish between criminal and civil laws.

The students will become aware of vocational opportunities that may be open to them in the legal field.

Course Content

Meaning and Development of Law

What is Law

Development of Law

Roman

Civil

Constitutional

Administrative

Statutes

Ordinances

The Individual and the Law

Legal Systems

Federal

State (emphasis on Connecticut)

Courts

Federal

State

Local

Criminal Law

Civil Law

Administrative Law

Contracts

Nature of Contracts

Classification

Void and Voidable Agreements

Elements

Mutual Assent

Competency

Consideration

Legal Agreement

Legal Form

Assignment of Rights

Termination

Rights of the Injured Party

Bailments

Nature of Bailments
Classification of Bailments
Rights and Duties of Parties
Termination

Employment

Nature of Employment Contracts
Rights and Duties of Parties
Government Regulation
Social Legislation
 Workmen's Compensation
 Unemployment Compensation
 OASDI
Nature of Unions
 Collective Bargaining
 Types of Union Security Provisions
 NLRB

Debtor-Creditor

Secured and Unsecured Debts
Rights and Duties of Parties
Related Commercial Paper
 Checks (all forms)
 Promissory Notes
 Drafts
 Credit Cards
 Money Orders
Lending Institutions
Government Regulations

Sales

Nature of Sales Contracts
Types of Sales
Warranties
Title
Governmental Regulation
Rights of Injured Party
Termination

Insurance

- Nature of Insurance
- Insurance Contracts
- Types of Insurance
- Governmental Regulation
- Termination

Property

- Real and Personal Property
- Forms of Ownership
- Rights and Duties of Parties
- Transfer of Property
- Landlord-Tenant Relationship
- Governmental Regulation
- Wills and Intestacy

Business Organizations

- Types
 - Sole Proprietorship
 - Partnership
 - Corporations
 - Cooperatives
 - Governmental Enterprise
- Rights and Duties of Owners

Current Topics of Special Interest

- Law and the Teenager
- Law and the Family
- Women and the Law
- Consumer Law
- Privacy and the Law
- Careers in Law

Methods of Instruction

The following methods of instruction may be employed:

- Lecture

- Group Discussion

Case Problem Analysis

Mock Trial

Field Trip (Courtroom, Lawyer's Office)

Guest Speakers (Lawyers, Insurance Agents, Stockbrokers, Government Agents, Judges)

Teaching Materials

Various teaching media may be employed in business law classes. Among these media are: films, transparencies, slides, filmstrips, cassettes, flow charts, and bulletin boards.

Evaluation

Student achievement may be evaluated through the use of:

Objective and Subjective Tests

Case Study Analysis (homework and tests)

Oral and Written Reports

Group Discussion Seminars

Special Projects

BUSINESS PRINCIPLES AND MANAGEMENT

Introduction

This course is intended to provide both vocational and general education. It is designed to develop an understanding of what are the major considerations in establishing and operating a business and to enable the student to gather and evaluate data pertinent thereto. The major content of the course is in the areas of production, marketing, personnel, finance, accounting, and the environment of business. Emphasis is on identifying and analyzing management problems. Thus, the course is designed to appeal to those students who feel they might be interested in some day owning and/or managing a business. Also, it appeals to those students who would like an introduction to the management aspect of business with the view to taking advanced work in business at a college or university.

Business Principles and Management is often offered under such course titles as Business Management, Business Principles, Advanced Business Principles, and Business Organization and Practice. It is usually a half-year course offered in Grade 11 or 12. There is usually no prerequisite.

In addition to being offered as a separate course, content from Business Principles and Management may be incorporated in vocational office education courses such as Office Procedures and in such courses as Business Law and Economics.

Objectives

At the conclusion of the course, the student should have:

an understanding of how economic activity is organized in the United States

an appreciation of the role of business management and a knowledge of its functions

knowledge of what are common problems in business management and effective ways of dealing with these problems

an appreciation and understanding of the inter-relatedness of functions within organizations

knowledge of basic procedures followed in the organization and management of a business

understanding of and the ability to use the terminology of business management

understanding of career opportunities in management

Course Content

The subject matter taught in the Business Principles course is designed not only to give students an overview of the management process but to enable them to look into specific aspects of that process. The course includes the following areas of study:

Economics of American Business

Forms of Business Organization and Ownership

Financing a Business

Production and its Management

Marketing the Product or Service

Purchasing Policies and Inventory Control

Internal Financial Management (Accounting Records, Budgeting, Cost Control, Taxes, etc.)

Selection and Management of Personnel

Credit Management

Providing the Facilities for Business Operation
Office, Store, or Plant Location and Layout
Equipment and Supplies
Shipping and Transportation

Government and Business Relations

Careers in Business

Methods and Materials of Instruction

In general, teaching methods and evaluation techniques for Business Principles are those which are suitable for Economics and other social business courses. It is especially important in the Business Management course to provide extensively for active student participation, particularly in problem-solving activities. It is also important to make wide use of business periodicals and other current events materials.

Learning activities which are especially appropriate include role playing, case problem analysis, and games and simulation.¹

Periodicals which may be of interest for Business Principles and Management include: *Time*, *Newsweek*, *U.S. News and World Report*, *Business Week*, *Fortune Magazine*, *Magazine Review*, and *Nation's Business*. Other references of interest are included in the bibliography of this handbook.

¹For a description of methods and a bibliography see: Daughtrey, Anne Scott, *Methods of Basic Business and Economic Education*, Second Edition. Cincinnati: South-Western Publishing Co., 1974.

SECTION VI

Part 2

COOPERATIVE WORK EXPERIENCE/BUSINESS & OFFICE EDUCATION

Philosophy

Guidelines

Forms

CWE/BOE Committee

***Mary Giffin**
Bloomfield High School

Sandra Arndt
Enfield High School

Andrea Russo
Enrico Fermi High School

Linda Bare
Brien McMahon High School

Betty Madison
Southington High School

Mary MacDonnell
Stratford High School

Milda Anderson
Mark T. Sheehan High School

Louis Ruggiero
Crosby High School

Gail Gaudreau
Wethersfield High School

Kathleen Smith
Windsor High School

Carol Alford
Windsor Locks High School

***Chairperson**

CWE/BOE PHILOSOPHY

Cooperative Work Experience - Business and Office Education is a program for business students who through a cooperative arrangement between the school and the employer receive academic and related instruction in school and apply skills learned in related, on-the-job training in the business office.

The CWE/BOE Program recognizes the benefits to students, school, business, community, and parents that can be obtained by participation in the program.

The program provides the students with the opportunity to share in the shaping of their future. The student will be placed at a training station compatible with career interests and skills. In this position the student will gain self-responsibility, self-confidence, good working habits, and a knowledge of the occupational world and the connection between education and job success.

THE BUSINESSMAN GAINS BY -

- Effective retention of graduating students, already trained.
- Being able to add part-time office workers with supervision.
- Employing workers in a learning situation while they are at an age where they learn more rapidly and readily.
- Helping create a pool of experienced office workers for the community.
- Having instruction by the school related to the job problems.
- Regularly evaluating employees.
- Getting a look at the schools in action.

THE SCHOOL AND COORDINATOR GAIN BY -

- Continuously adjusting curriculum and teaching to meet the changing demands of current business and society as a whole.
- Having good public relations through constant contact with business.
- Providing to students facilities and equipment of business not possible in school.
- Providing outlet to present school needs to the public.

- Providing for individual differences through built-in feature of the cooperative program.
- Creating more interest and increasing holding power of school.
- Increasing the testing, supervision, and analysis toward vocational choice of student.
- Receiving studied observations and comments of advisory groups.
- Keeping classroom instruction modern in business as it happens.

THE STUDENT GAINS BY -

- Aiding self-guidance towards better vocational choice, reducing later job separations.
- Putting skills to work on the job and preparing for the permanent job NOW.
- Learning to work and get along with others.
- Motivating in-class learning.
- Financial self-help built into his program.

Additional components of an effective program are involvement of the student in a vocational youth group, and the awareness by the student's parents of the student's career objective, instructional program, and youth group activities.

CRITERIA FOR ESTABLISHING A BUSINESS AND OFFICE EDUCATION COOPERATIVE WORK EXPERIENCE PROGRAM (CWE-BOE)

A. MINIMUM ESSENTIALS OF AN EFFECTIVE PROGRAM

1. Administrative Approval of the Program Should be Secured

The program should have the approval of the administration regarding the essential phases of the program, such as objectives, student-learner recruitment and selection, class scheduling, school credit for the two phases of the program, criteria for selecting training stations, public relations and promotion, responsibilities and duties of the teacher-coordinator, provision of adequate physical facilities and equipment, evaluation of program, etc.

2. A Qualified Teacher-Coordinator Should Be Selected

The function of the teacher-coordinator is to organize and/or administer the CWE-BOE program in the high school. The minimum qualifications of the teacher-coordinator include a bachelor's degree from an approved four-year college or university, one year or the equivalent of actual experience in office work, and three years teaching experience in the business and office education field. It is highly desirable that the coordinator have a master's degree in business education. The CWE-BOE coordinator should be hired for an eleven month year.

3. An Advisory Committee Should be Appointed

The purpose of this committee is to serve in an advisory capacity to the school administration and the teacher-coordinator. It should represent all those concerned with or who participate in the program – school, students, parents, and businessmen.

4. Adequate Classroom Facilities and Instructional Materials Should be Provided

Functionally designed classroom space and furniture should be provided which will accommodate both group instruction and committee activities. Also space should be provided for individual conferences between student and teacher-coordinator. Modern office machines and equipment should be provided and kept in excellent operating condition. Specialized instructional materials and teaching aids requisite to the achievement of vocational competency should be made available.

5. Training Stations Should be Carefully Selected

Training stations must provide supervised learning activities that will prepare students for stated career objectives. The training station supervisor must accept the basic philosophy of a cooperative work experience program.

6. The Student-Learner Should Have an Expressed Career Objective

The student is enrolled in the cooperative education program for the purpose of preparing for a specific occupation or a cluster of office occupations. The student is a learner in a realistic office training situation at the same time a student in a related in-school class. The student must declare a specific career objective.

7. A Step-by-Step Training Plan Should be Prepared

This is a written plan indicating the knowledges, skills, and attitudes to be learned by the student at his specific training station and in the school's related class. It sets forth the job description, the areas of experience and training, as well as the planned learning outcomes. The plan is prepared cooperatively by the teacher-coordinator, the employer, and the student-learner.

8. A Specialized Curriculum Should be Set Up and Followed

An approved business and office education curriculum or curriculums (stenographic, clerical, accounting, or business management) should be set up consisting of a planned schedule of courses designed to provide the learning experiences which will ensure vocational competency at the end of the training program. Each student must select a curriculum in accordance with his aptitudes and interests.

9. Effective On-the-Job Supervision Should be Provided

The training which the student-learner receives on the job is a key factor in vocational competency. An experienced office supervisor who understands the philosophy of cooperative work experience should be appointed to work harmoniously with the teacher-coordinator in directing the learning experiences of the student according to the step-by-step training plan. The student shall be paid at the prevailing rate for beginning workers in the occupation for which he is being trained.

10. Systematic and Complete Program Records Should be Kept

The teacher-coordinator must maintain a well-organized system of records for keeping information on students, training stations, and follow-up studies of graduates. An efficient filing system should be developed for cataloging and storing correspondence, library reference materials, duplicated instructional materials, research studies, professional publications, and the like.

11. Requisite Coordination Time Should be Provided

The coordinator should have adequate time to administer efficiently the total cooperative experience program. This should include sufficient time in the daily work load for related classroom instruction and coordination activities outside the classroom. Consid-

eration should be given to the number of training stations to be visited and their geographical distribution as well as such functions as recruitment of new training stations, public relations, in the business community, home visitation, etc.

12. A Dynamic Youth Organization Should be Maintained

Extracurricular activities which contribute directly to the achievement of the vocational objectives of the cooperative work experience program should be provided. These experiences may be provided through the existing FBLA club or other appropriate youth organizations. CWE/BOE students should be encouraged to participate in the youth group.

B. PROGRAM CRITERIA

I. Requirements for Program Operation

- A. CWE-BOE is offered as a one-year course in the *senior year* for which it is recommended that full credit for satisfactory work on the job and full credit for class-related instruction be given.
- B. Instruction shall be devoted to developing occupational intelligence, mastery of specified job skills, and related training as facilities, time, and scheduling permit.
- C. Instruction on selected business machines is an integral part of the instructional program.
- D. Class size will be limited to some extent by the machines available since a rotation schedule provides the best means for deriving maximum benefit from the machines selected.
- E. It is recommended that each related Vocational Office Training Class have a maximum enrollment of 12. The coordinator should be responsible for no more than 3 related vocational office training classes with work experience supervision not to exceed 36 students.
- F. A full-time program is one in which the coordinator devotes full time to responsibilities necessary in carrying out a Cooperative Work Experience Program in Business and Office Education.
 1. Coordinator's schedule should permit some released time from school as students to provide on-the-job supervision and coordination, etc.
 2. Assigned classes, including related vocational office training, do not exceed three, at least one-half the regular day is devoted to coordination responsibilities.

3. Released time from school *while school is in session* may be for 2-4 hours daily or 15-20 hours per week - in conformity with state, Federal and local labor laws, and in a manner not resulting in exploitation of the student learner for private gain.

II. Sample Daily Schedule of Full-Time Coordinator

Period	Class	Pds/wk	Max. No. Students
1	Related Vocational Office Training	5	12
2	Related Vocational Office Training	5	12
3	Related Vocational Office Training	5	12
4	Preparation	5	—
5	Coordination-		
6	Coordination-	5	36
7	Coordination-		

III. Major Coordination Responsibilities

Time provided for coordination activities shall be considered an integral part of the coordinator's schedule. Some of the activities of a coordinator include:

- a. Joint development (with employer) of a written training plan similar to sample attached.
- b. Completion of cooperative vocational training agreements similar to sample attached.
- c. Conferences with prospective employers, prospective students, students, administrators, advisory groups, and students seeking employment information.
- d. Coordination visits to work-training stations.
- e. Checking individual student's records and working with Guidance Department to determine special aptitudes and abilities prior to placement on part-time job.
- f. Conducting equipment surveys.
- g. Conducting employment surveys.
- h. Preparation of job analyses.
- i. Continuous follow-up of graduates (CWE-BOE).
- j. Preparation of informative materials concerning the program.

- k. Maintenance of student personnel records (results and progress of work-training experience).
- l. Development and preparation of functional training materials needed for CWE-BOE students.

IV. Participation of Non-Profit Private Schools

Provision for allowing non-profit private school students in the community to participate in the CWE-BOE program in the local public high school is highly desirable.

**COOPERATIVE WORK EXPERIENCE PROGRAM
in BUSINESS and OFFICE EDUCATION**

Cooperative Agreement for Training

_____ will employ _____

FOR THE PURPOSE OF GAINING PRACTICAL KNOWLEDGE AND EXPERIENCE IN OFFICE OCCUPATIONS. THIS TRAINING WILL BE IN ACCORDANCE WITH THE GENERAL TRAINING OUTLINE AND THE FOLLOWING CONDITIONS:

1. The student while in training shall be deemed a ^{trainee} student-learner and shall progress from job to job in order to gain experience in all phases of the operations and duties *or* achieve proficiency on one specialized office position.
2. The training employer will provide not less than three hours of employment per day when school is in session. Extension of hours may be provided by mutual agreement with school officials.
3. The public schools will provide instruction in the occupational and related subjects.
4. A wage comparable to the training status of the trainee will be paid by the employing agency, according to the state minimum wage law.
5. The trainee will adhere to all rules and regulations of the employing agency, and make every effort to report for work promptly.
6. If for any reason the employer can no longer employ the trainee, arrangements will be made with the school coordinator to remove the trainee.

It is requested that the employer notify the coordinator *immediately* if it appears that the trainee is having difficulty adjusting to the job and/or fails to live up to the requirements.

The employer may discharge the trainee for just cause, however, the coordinator requests consultation with the employer *beforehand*.

No student may terminate his work without the knowledge and consent of the coordinator.

7. The student will receive one credit toward graduation if he has satisfactorily completed the employment training. Termination by the student without approval shall result in the forfeiture of credit.

CWEP Coordinator _____ Employer _____
Student _____ Parent _____

Date _____

**BUSINESS & OFFICE EDUCATION
COOPERATIVE WORK EXPERIENCE PROGRAM**

Student Evaluation

Name of Student _____ Name of Evaluator _____

Employing Firm _____ Report is due back _____

Please read carefully the explanation of points to be considered in evaluating each of the qualities listed below and check the appropriate response.

Cooperation -- ability to get along with others:

- ____1. Cooperates willingly with others
- ____2. Usually gets along with others
- ____3. Has difficulty getting along with others

Knowledge of Job:

- ____1. Works independently
- ____2. Needs some supervision
- ____3. Needs constant supervision

Initiative -- tendency to go ahead:

- ____1. Resourceful; does extra work
- ____2. Does routine average work
- ____3. Takes little initiative

Accuracy of Work:

- ____1. High quality of work
- ____2. Average work
- ____3. Frequently makes errors

Attitude toward constructive criticism:

- ____1. Changes work habits willingly
- ____2. Tries harder after criticism
- ____3. Pays little attention to criticism

Productivity

- ____1. High work production
- ____2. Work generally satisfactory
- ____3. Slower than average output

Courtesy

- ____1. Very courteous and considerate
- ____2. Usually polite and considerate
- ____3. Sometimes lacks tact

Adaptability

- ____1. Adjusts readily
- ____2. Adjusts after much discussion
- ____3. Cannot adjust to changing situations

NEEDS FURTHER INSTRUCTION IN AREA OF: ____typewriting; ____filing; ____arithmetic skills; ____use of telephone; ____offset machine; ____spirit duplicator; ____mimeograph; ____adding machines; ____calculating machines; ____transcribing machines; ____handwriting; other: _____

ADDITIONAL COMMENTS:

Number of days absent from job from _____ to _____

DAYS

COOPERATIVE WORK EXPERIENCE – BUSINESS OFFICE EDUCATION APPLICATION

Date _____

Home Room_____

H.R. Teacher _____

Name _____ Date of Birth _____ Age _____
(last) (first)

Address _____ Phone Number _____
(number and street)

Name of Parent or Guardian _____

Father's Place of Employment _____

Mother's Place of Employment _____

Year of graduation _____ Do you have transportation? _____

What are your plans following graduation? (check one)

Further education? _____ What type? _____

Employment? _____ What kind of job? _____

Other? _____ Please specify _____

BUSINESS COURSES TAKEN AND GRADES RECEIVED

(1) _____ Grade _____ (4) _____ Grade _____

(2) _____ Grade _____ (5) _____ Grade _____

(3) _____ Grade ____ (6) _____ Grade ____

Do you have a job? (circle one) yes – no – if yes, what do you do?

JOB _____ AT _____

Address _____ Supervisor's name _____

Salary per hour _____ Hours _____

PREVIOUS WORK EXPERIENCE (Any Type) -- (job, address, duties)

(1) _____

BELOW PLEASE WRITE A BRIEF STATEMENT OF WHY YOU ARE APPLYING FOR THE COOPERATIVE WORK EXPERIENCE – BUSINESS OFFICE EDUCATION PROGRAM.

SECTION VI

Part 3

DISTRIBUTIVE EDUCATION SUBJECT AREA

Distributive Education I

Distributive Education II

Salesmanship

Retailing

Advertising

COMMITTEE**for the****DISTRIBUTIVE EDUCATION AREA**

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New Britain High School, New Britain

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Newington High School, Newington

Nancy Grassilli
Manchester High School, Manchester

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Bessie Matsikas
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Watertown High School, Watertown

Diane Ross
New London High School, New London

Edward Valentukonis
Danbury High School, Danbury

*Chairperson

DISTRIBUTIVE EDUCATION – COOPERATIVE WORK EXPERIENCE

Introduction

Distributive Education is that phase of vocational education that prepares students for careers in distribution and marketing – i.e., the retail, wholesale, and service occupations. In terms of dollar volume of business, the number of employees, and number of establishments, the field of distribution is the largest economic activity in the United States. Among the types of jobs for which the distributive education program provides basic preparation are retail sales clerk, cashier, stock clerk, salesperson, assistant department manager, assistant buyer, assistant credit manager, display assistant, advertising layout person, advertising assistant, and the like. For jobs such as these the high school program provides adequate training. For such more advanced positions as buyer, department manager, credit manager, advertising manager, food store manager, service station manager, sales manager, and the like, post-high school training and/or experience are required.

Ordinarily, no special prerequisite courses are required of students enrolling in this area of study. The career objective of the student is the primary factor considered in the selection of students for the program. Also, to be considered in the student selection process is the likelihood of student success in any of the areas of distribution.

Some schools offer only individually identified courses dealing with the field of distribution – such as Salesmanship, Advertising, and/or Merchandising. However, other schools in the state prepare students for work in the field of distribution by offering a two-year program in distributive education beginning at the eleventh grade. Seven major areas of distribution are studied during the two-year program. These include: personnel, selling, product information, sales promotion, merchandising, marketing process, organization and operation.

Objectives of Distributive Education (General and Specific)

In *general*, the distributive education program in the high school provides opportunity for the student to:

1. explore the career possibilities in areas of marketing and merchandising of goods and services, including the wide range of job and income levels
2. appraise his individual aptitudes, interests, and abilities in terms of potential employment in a distributive occupation
3. gain an understanding of the importance of distribution and how it functions to serve the American free-enterprise system
4. gain an understanding of how distribution serves the consumer and the student's present and future role as a consumer

5. acquire the necessary knowledges, skills, and personal characteristics required in order to obtain a beginning job in the field of distribution
6. obtain a basic background in the study of distribution and an understanding of the opportunities that are available for advanced study in this field and the qualities needed to benefit from those opportunities
7. possess an awareness of trends in distribution and the opportunities for advancement in this area of work

The distributive education program is designed to provide the student with *specific* knowledges, understandings, and abilities. Thus, upon completion of the distributive education program, the student

1. is able to demonstrate the social skills and understandings necessary to perform at the job-entry level, particularly in relation to customers, and to co-workers
2. understands the terminology used in the marketing occupations
3. is able to perform arithmetic computations necessary to the occupation
4. is able to complete accurately and rapidly the paperwork in connection with the sale of goods or services or other aspects of his job
5. demonstrates an ability to handle a sale effectively
6. displays a proper attitude toward his job, including responsibility and dependability
7. demonstrates a desire to learn about the firm in which he seeks a job, including the firm's policies relative to customer service, adjustments, employee relations, and job requirements
8. possesses a knowledge of such aspects of distribution as advertising and display, and other sales promotion techniques, stockkeeping and merchandise handling, stock control, sales procedures and routine, buying and pricing practices, adjustment procedures, etc.
9. demonstrates dress and grooming appropriate to the distributive occupations
10. is able to communicate orally and in writing appropriate to the needs of the occupation

Course Content

In order to meet the general and specific objectives cited, the students will study the following areas and units:

Distributive Education I

Marketing Process

- The importance of distribution to the economy
- Channels of distribution

Organization and Operation

- How distributive businesses assemble goods
- Kinds of distributive businesses
- How credit services the customer and the distributor

Personnel

- Self analysis as a step toward the world of work
- Development of personal characteristics for employability
- Education for distribution
- Planning occupational goals in distribution
- Securing employment in distribution
- Employment orientation
- Development of goals for self-improvement

Selling

- The customer's viewpoint in selling
- Kinds of employment in distribution
- Self-service selling

Product Information

- How products are packaged and tested to increase sales
- Product information for selling efficiently

Sales Promotion

- How distributive business promote sales through advertising and visual merchandising
- Using advertising as a selling aid

Merchandising (Including use of mathematics in the merchandising process)

Distributive Education II**Marketing Process**

- Distribution in a free economy
- Function of marketing
- Trends in distribution

Organization and operation

- Stockkeeping on the selling floor
- Sales supporting activities and customer services
- Kinds of consumer credit
- New practices and methods in consumer credit

Personnel

- Progress reports and employer evaluations
- Human relations in business
- Job evaluation related to individual development
- Education for supervision

Selling

- Blueprint for retail selling
- Sales demonstration selling
- Advanced selling techniques in specialized areas
- Sales presentations to groups

Product Information

- Standards, grades, and labels
- Individual product information (durable goods)

Sales promotion

- Window display
- Interior display
- Advertising layout and copywriting
- Marketing research project
- Display principles and techniques

Merchandising

- Mathematics of merchandising
- Planning and stock control
- Merchandise security (store protection systems, theft, shoplifting, etc.)

Instructional Methods in DE

The distributive education teacher makes efficient use of the same basic teaching methods as teachers of other subjects. Teacher-imparted information (lecture) is appropriate for introducing or elaborating on specific topics. Group discussion enables the students to begin developing their communicative skills, so basic to the distributive occupations. Such questions as "How much profit should a merchant expect to make on his investment?", "Is advertising really beneficial to the merchant? To the consumer?", and "How can a merchant increase sales in a slack season?" provide interesting and informative topics for class discussion. They may also be used for panel or round-table discussion. Sales demonstrations in which one student serves as a salesperson and another student serves as a prospect should clearly be used in the distributive education class. There are some fine films in the field of distribution that students will enjoy and profit from seeing. When studying advertising, a student should have the opportunity to prepare displays, display posters, and shadow boxes. Field trips to distributive businesses and interviews with sales and other personnel in distributive occupations enrich the students' understanding of their field of work. Note: For specific suggestions as to teaching techniques see appropriate section.

Evaluation/Standards of Achievement

Evaluation of student achievement must be in terms of the accomplishment of the objectives set up for the course. Student knowledges and understandings can be evaluated to some extent through using tests covering the material that has been taught. But students' abilities and skills, such as ability to present effectively the characteristics and advantages of a product or to close a sale, can only be measured by observing the student in a sales demonstration. The extent to which a student is developing the personal and social qualities demanded of the distributive worker can be determined to some extent by how well the student works with his teacher and with fellow students in and outside of the classroom and in group situations. Through individual and group projects, the students' dependability and willingness to accept responsibility can be evaluated. In addition to the teacher's evaluation, sometimes students are encouraged to evaluate each other on selected characteristics. Perhaps the most effective evaluation of student progress is that of the employer and the teacher-coordinator during and at the end of the student's cooperative work experience.

Cooperative Work Experiences – An Essential Part of DE

One of the most educational aspects of the DE program is the cooperative work experience. This is an instructional plan combining learning experiences gained through employment in the business community and in-school instruction. The student is placed in a distributive job in the community, is paid for his work, and is supervised both by his employer and by the school's teacher-coordinator. Jobs which are provided by cooperating business firms are called training stations. The training agreement is a form prepared by the teacher-coordinator together with the cooperating company to indicate the period of training and the conditions of employment. The training plan indicates what is to be learned on the job

and what is to be learned in the classroom as related instruction. Evaluation of the student in the performance of his job is by the employer and the teacher-coordinator.

The cooperative work experience program has obvious advantages. Primarily, the student is given the opportunity to apply his classroom learning on the job and at the same time earn some income. Often, students who perform well are offered a job with the company upon completion of their distributive education program. There is the advantage to the company in that it is hiring a person who already knows something about the company and its policies and who has had a try-out period of work. More complete information on this and other aspects of cooperative work experience as part of the distributive education program may be obtained from the references cited in the bibliography.

Separate Distributive Courses as Distinguished from DE

Some schools which do not offer a program labeled Distributive Education nonetheless offer their students some course work designed to introduce them to the area of distribution. Although the specific courses offered will vary, generally at least one of three courses are found in the offerings: Salesmanship, Advertising, and Retailing/Merchandising. Briefly indicated are the objectives and course content of these courses:

Salesmanship

The students who complete this course are expected to be able to:

1. demonstrate effective selling techniques
2. understand the underlying principles of selling
3. know basic terminology of the sales world
4. list key sources of product information
5. display personal qualities of the effective salesperson
6. indicate how to assist a customer to determine his product needs
7. close and record rapidly and accurately a sale
8. list and be able to explain the types of distributive outlets and sales occupations and their opportunities

Units and/or topics commonly taught in Salesmanship include such as the following

Basics of selling
 Personal qualities for store salesmanship
 Selling approaches

Closing the sale
 Determining customer needs and wants
 Finding customers
 Handling customer objections
 Product knowledge
 The arithmetic of selling
 Recording the sale
 Selling as a career

Retailing (or Merchandising)

The student who completes this course is expected to be able to:

1. understand the retail store as a marketing institution
2. know the characteristics of the retail business, including its special problems
3. identify the careers and opportunities in retailing
4. deal with buying to meet customers' wants
5. know techniques of merchandise control (including security)
6. know effective retail management techniques
7. know sources of supply of merchandise
8. demonstrate effective techniques of retail selling

Units and/or topics commonly taught in this course include such as the following:

Retailing as an occupation
 The place of retailing in the distribution system
 The store — location, the building, and the equipment
 Selecting and ordering merchandise to meet customer wants
 Receiving and handling merchandise (including security)
 Pricing and accounting for merchandise
 Merchandise control
 Retail personnel management
 Retail advertising and display
 Customer services (including credit and adjustments)
 Retail insurance
 Organization for effective management (including store policies)
 Techniques of retail selling
 Fashion merchandising

Advertising

The student who completes a course in advertising is expected to be able to:

1. understand the contribution of advertising to the economy, to the seller, and to the buyer
2. know the careers and opportunities in advertising
3. demonstrate or list advertising media and techniques and the advantages of each
4. prepare advertising copy and/or illustrations
5. demonstrate ability to prepare displays
6. know how to evaluate the effectiveness of advertising and judge quality of advertising in accordance with advertising principles
7. plan a sales promotion campaign for a product

Units and/or topics commonly taught in this course include such as the following:

Meaning and purpose of advertising
 Advertising in the economy
 Advertising for the large store; the small store
 Trademarks, brand names, slogans, and labels
 Radio and television advertising
 Newspaper and printed forms of advertising (including direct mail)
 Sales promotion
 Comparative costs of advertising
 Other forms of advertising (including outdoor, car card, etc.)
 Packaging as a form of advertising
 Advertising copy writing and art work
 The psychology of advertising
 Influencing customer buying decisions

SECTION VI**Part 4****QUANTITATIVE SUBJECT AREA****Business Mathematics****Recordkeeping****Accounting I****Accounting II****Data Processing Concepts****Key Punch Training****Computer Programming****Computer Operations****Computer Programming and Systems**

COMMITTEES
for the
QUANTITATIVE AREAS

DATA PROCESSING

George Tatangelo*
Waterbury State Technical College, Waterbury

Russell Andrews
Rockville High School, Rockville

Paul T. Culton
Penney High School, East Hartford

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ACCOUNTING, BUSINESS MATHEMATICS, RECORDKEEPING

Emil Ostrowski*
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Ellington High School, Ellington

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E.O. Smith High School, Storrs

Bernard Rosen
New Britain High School, New Britain

Joan Schramm
Suffield High School, Suffield

Thomas Yacavone
Penney High School, East Hartford

*Chairperson

BUSINESS MATHEMATICS

Introduction

Business Mathematics, the study of mathematics as applied to practical business and personal problems, is a background subject essential to the achievement of proficiency in other areas of business study found in secondary school curricula. Knowledge of business mathematics may be found useful in recordkeeping and accounting, office and clerical occupations, distributive occupations, and for personal financial management. The course is also of value for any student desiring a review of arithmetic fundamentals.

Other titles used for this course in Connecticut are **Business Arithmetic** and **Consumer Mathematics**. The course is a two-semester course and can be taken in grades 9, 10, 11 or 12. There should be no prerequisites for the course.

The basic purposes of the course are to: (1) improve student ability in use of basic arithmetic processes and skills essential for business activities; (2) improve student ability to make wise decisions related to his function as a consumer, especially those decisions which must be based on arithmetic calculations; and (3) develop speed and accuracy in solving fundamental mathematical operations: addition, subtraction, multiplication, and division. The course should also make provision to fulfill these purposes as they relate to the metric system.

Business Mathematics Objectives

Upon completion of a course in business mathematics students should be able to:

perform the basic functions: addition, subtraction, multiplication, and division, rapidly and accurately using integers, decimals, and fractions

convert fractions to decimals, decimals to fractions, and fractions and decimals to per cents

perform the mathematical computations necessary to maintain a checking account and prepare a bank reconciliation statement

compute and interpret averages as used in practical consumer situations

use common multiples (aliquot parts) in solving costs of purchases for various types of items

compute discounts and/or rates of discounts when given necessary information for computation.

compute the amount of withholdings for income taxes, social security, and other purposes, from sample incomes and pertinent data

compute the assessed value of property for taxation when given the actual value and the assessment rate applied to the value of property when given the amount of the actual value and the amount of assessment

compute the amount of property tax due on sample assessed values and at sample tax rates

compute the cost of utilities (electricity, gas, water, telephone service) when given the rate of charge and the amount of usage

compute sales taxes, cost of automobile insurance, depreciation, operating costs involved in automobile or home ownership, cost per mile in operating an automobile, interest on personal or business loans

compare costs of rental, leasing, or ownership of various assets (home, automobile, equipment)

compute and verify credit card charges and necessary payments for principal and interest

use compound interest tables to compute the amount of an investment compounded at specific interest rates and time periods

compute credit costs on revolving charge accounts

interpret premium rates for medical/surgical insurance, compute annual costs, make comparisons between various policies in terms of costs and benefits

interpret stock market transactions as reported in daily newspapers and make calculations based on information reported

make computations to compare sample investments in stock, bond, insurance, and real estate markets

Course Content

The Fundamental Processes

Addition, Subtraction, Multiplication, Division

Use of Aliquot Parts and Fractions

Use of Decimals and Fractions

Use of the English and Metric Systems of Weights and Measures

Personal Cash Records

Cash Receipts and Payment Records
Handling Records of Deposits and Checks
Preparing Bank Reconciliation Statement

Buying and Selling

Preparation of Sales Slips with Sales Tax
Determine
 Unit Prices
 Large-Unit Prices
 Average Prices
Buying Fractions of a Unit
Purchases Involving Mixed Numbers

Wages

Straight and Overtime Wages
Deductions from Wages
Timecard Records
Piecework Rate

Commission

Calculating Commission
Figuring Graduate Commissions
Figuring Commission Rates and Sales
Figuring Net Proceeds

Borrowing Money

Find Date of Maturity
Find Time
Find Interest
 $I = P \times R \times T$
 6%, 60-Day Method
Find Rate of Interest
Borrowing from Bank, Credit Union and other Agencies
Real Estate Mortgages
Figuring Installment Payments and Charges

Savings and Investing

- Finding Interest and New Bank Balance
- Compound Interest
- Buying Life Insurance
- Investing in Bonds and Stocks
- Interpreting Stock Table
- Investing in Real Estate

Home Expenses

- Figuring Ownership Costs
- Financing the Purchase of a Home
- Taxes
- Insurance
- Checking Utility Bills
- Shopping Wisely

Transportation

- Owning an Automobile
- Calculating Annual Operating Costs
- Insuring the Automobile
- Travel Expenses and Records
- Shipping Goods

Taxes

- Property Taxes
- Sales and Excise Taxes
- Social Security Taxes and Benefits
- Income Taxes

Problems of the Small Business

- Financial Statements and Their Meaning
- Investment vs Earnings
- Payrolls
- Costs to Meet Social Responsibilities

Methods of Instruction

The method of instruction to be employed will vary with the lesson objective to be attained. Instruction in the fundamental processes will involve repetitive drill techniques. Complex problem solving will involve:

presentation and analysis of the facts of an illustrative problem

discussion to understand the problem situation and the relationship of the facts presented

suggestions of possible solution techniques

choosing the most expedient and economic technique of solution from those presented
– indicate reasons for choice and rejection

solving the illustrative problem using the chosen technique

(The teacher should guide this process involving students in all discussions, material should also be presented visually.)

after the illustrative problem is cooperatively solved, students working individually to solve practice problems similar to the illustrative problem

checking student work so that reteaching for additional understanding may be accomplished

following a program of planned practice at appropriate time intervals for review and retention

Care must be taken to relate the new material to be presented to material with which students are familiar. Students in solving new problems should show all computations so that the logic as well as the computational skill used might be checked.

Other methods or devices to be employed in teaching Business Mathematics include

learning activity packets

pictures – bulletin board displays

simulation games

invoices, payroll sheets, and other forms from local businesses

tax forms

newspapers

workbooks which accompany texts

Problems to be solved should possess personal or job relevancy which must be understood clearly by students. Community visits (stores, offices, factories, banks) will help to show this relevancy.

Evaluation

Both computational and problem-solving tests should be given at frequent intervals. Unit tests, homework assignments, class assignments, class participation, the ability to explain concepts combine to form the basis for final evaluation of student achievement. The relative weight of each of these elements must be determined by the individual in light of class objectives and the local teaching situation.

RECORDKEEPING

Introduction

Recordkeeping is designed to prepare students for office or office related occupations which do not require the depth of knowledge associated with accounting courses. The course provides an elementary knowledge of business organization, operation, and control through a study of fundamental recording activities. The student must be acquainted with the many aspects of processing accurate business records in the daily routine of business. In addition, personal use records vital to economic welfare are taught.

The course is usually a one-semester course without prerequisites offered at grade 10, 11, or 12; however, the course may be expanded to two or three semesters to meet local needs.

Recordkeeping Objectives

Upon completion of the course students should be able to:

- apply recordkeeping when given simulate personal or business data
- complete a series of appropriate business forms accurately and neatly
- select and apply the appropriate procedures for maintaining basic business records
- write legibly in completing a series of business records neatly and accurately
- use available business machines and equipment to demonstrate comprehension of their value in maintaining efficient records
- file business papers
- use and appreciate the value of business documents in business operations
- handle cash transactions accurately
- make simple entries to customer and creditor accounts
- enter payroll data on payroll records using source documents

Course Content**Cashier's Records**

- receipts
- cash registers and cash proof
- daily reports
- deposits and withdrawals

Sales Records

- sales and sales return slips
- sales tax
- charge account transactions
- statement of account
- order forms for door-to-door sales
- account receivable records

Purchase Records

- purchases and purchase returns
- price quotes
- requisitions
- orders
- goods expected
- invoices
- purchases journal
- accounts payable records

Payroll Records

- time card
- wage computations and tables
- employee earnings record forms
- overtime
- deductions
 - social security
 - withholding taxes
 - other deductions
- payroll checks and vouchers
- change sheets

Inventory Control

- records
- physical count
- value and purposes of inventory systems
- pricing inventories

Personal Records

- writing checks
- check book records
- bank reconciliation

Routine Office Procedures

- students complete appropriate practice set

Methods of Instruction

The lecture approach should be limited and extensive use of individualized instruction, audio visuals, simulation games should be encouraged to maintain student attention and interest. Practice sets which simulate business or personal activities should be used to make the learning situation realistic.

Evaluation

Practical testing should be administered at frequent intervals to obtain accurate and objective information concerning achievement and progress of students.

ACCOUNTING I

Introduction

Accounting I, an excellent background course for all students, presents both business and personal applications and provides some orientation for advanced study of courses related to business administration.

In Connecticut the course may also be known as Bookkeeping I or Bookkeeping and Accounting I. The course should be a one-year course offered to students in grades 10, 11 or 12. There are no prerequisites though knowledge of business mathematics is recommended.

Accounting I is designed to present the introductory concepts of double entry accounting and the accounting cycle as applied to service and merchandising businesses organized as single proprietorships. Business terminology related to accounting procedures and electronic data processing must be considered. The course also provides an excellent opportunity for students to become aware of employment possibilities in the accounting and recordkeeping field, to develop good work habits, and to foster a sense of responsibility and accuracy in work assignments.

Accounting I Objectives

The objectives are given as guides because course content should be tailored to suit individual school or class situations. Upon completion of Accounting I, the student should be able to:

- classify accounts as they relate to the fundamental accounting equation and indicate account balances
- apply the concept of debit/credit to accounting transactions and indicate increase/decrease of accounts affected by given transactions
- record correctly in the appropriate journals from source documents or a list of transactions
- post correctly to ledger accounts from the journals
- complete a worksheet with adjustments from the ledger
- prepare a financial statement from the worksheet
- record the necessary adjusting and closing entries and complete such other closing procedures as are required
- successfully operate a checking account and complete related forms

understand the effect of data processing on accounting records and procedures

prepare payroll records

complete a practice set, with source documents, covering the complete accounting cycle

identify career opportunities in the field of accounting and related areas

Course Content

Accounting Cycle for a Service Type Business

Starting an Accounting System

The Balance Sheet

The Accounting Equation

Recording the Opening Entry

The Effect of Business Transactions on Balance Sheet Accounts

The Principle of Debit and Credit for Income and Expense Accounts

Recording Business Transactions in the Journal and Posting to the Ledger

Proving the Accuracy of Posting

Cash Proof

Trial Balance

Six-Column Worksheet

Financial Statements

Closing the Ledger

Closing Entries

Balancing and Ruling Accounts

Post-Closing Trial Balance

Accounting Cycle for a Merchandising Business**Journalizing Transactions for a Merchandising Business****Posting to Ledgers of a Merchandising Business****Accounts Receivable Ledger****Accounts Payable Ledger****General Ledger****Proving the Accuracy of Posting****The Checking Account and Reconciliation of Bank Statements****Eight-Column Worksheet with Adjustments****Financial Statements****Closing the Ledger****Adjusting Entries****Closing Entries****Post-Closing Trial Balance****Payroll Records, Accounts, Taxes and Reports****Data Processing – Terminology, Principles, Applications**

ACCOUNTING II

Introduction

Accounting II provides an opportunity to develop a practical knowledge of accounting techniques and procedures as applied in business. The course, specifically vocational and career oriented, is planned for students who:

wish to enter the world of work in an area that requires bookkeeping/accounting upon their graduation from high school

plan for further study in any of the areas of business administration

desire additional knowledge about business procedures and records so that as future proprietors or managers they can initiate and understand appropriate accounting records

This full-year course, sometimes known as Bookkeeping II or Bookkeeping and Accounting II, should be offered in grades 11 or 12. Accounting I is a prerequisite for Accounting II.

The basic purposes of the course are to prepare students for entry into a variety of office occupations particularly (but not limited to) those which require a knowledge of accounting. The course also provides a good foundation for advanced study in various areas of business. The mental processes of analysis, interpretation, and synthesis of accounting data should receive emphasis to develop logical reasoning techniques. Exposure to manual and electronic data processing of accounting data should be provided in opening new vistas for career development.

Accounting II Objectives

The objectives presented are suggested and must be tailored to meet the needs of individual communities or students. Students upon completion of the course should be able to:

record business transactions in appropriate journals, maintain ledgers, and complete the necessary procedures at the end of the fiscal period

prepare cash proofs, record cash overages or shortages, process cash receipts and payments, and reconcile bank balances

compute payrolls, complete necessary payroll forms, and record appropriate accounting entries

determine and record entries incident to the accrual method of accounting

make computations relative to notes, drafts, and enter into the accounting system the data generated

record basic transactions involving taxes

account for depreciation using straight-line, declining balance, sum of the years digit, and units of production methods

make necessary computations and record disposition of fixed assets

record the required entries for bad debts using the direct and allowance method and make related computations

determine the value of inventory using accepted pricing methods

understand some of the basic differences between various forms of business organization and some of the effects of these differences on accounting procedures

have a basic knowledge to understand the functions of data processing and its importance to business

record transactions using the voucher system

complete the entire accounting cycle for a departmental business, partnership, and corporation

Course Content

Review of Accounting Cycle

Departmental Accounting

- purchases, purchase returns and allowances
- sales, sales returns and allowances
- cash records including petty cash
- department worksheet and statements

Payroll Accounting

- time cards
- deductions
- payroll register
- earnings records card
- journalizing payroll
- payroll taxes and payments

Bad Debts and Accounts Receivable

- allowance method of accounting for bad debts
- adjusting entries
- writing off an uncollectible account
- collecting a bad debt
- direct write-off method of accounting for bad debts
- recording dishonored check

Accounting for Notes and Drafts

- recording receipts/collections of notes receivable
- dishonored note receivable
- discounting of note receivable
- recording issuance and payment of note payable
- discounting note payable
- sight and time drafts
- trade acceptances

Voucher Systems

- operation of a voucher system
- voucher and check registers

Depreciation

- calculation of depreciation by various methods
 - straight line, declining balance, sum of the years
 - digits, and units of production
- records for fixed assets
- adjustments for depreciation
- discarding, selling, trading in fixed assets
- depletion of assets

Accrual Accounting

- adjusting, closing, and reversing entries
 - for income items
 - for expense items

Prepaid Expenses

- recorded as assets
- recorded as expenses

Income Collected in Advance

- recorded as liabilities
- recorded as income

Inventory Control

- physical and perpetual inventories
- pricing
 - fifo, lifo, weighted average, retail, lower of cost or market

Partnership Accounting

- formation
- admission of new partners
- recording transactions for a partnership
- liquidation of a partnership
- division of partnership income and loss
- fiscal period reports for a partnership

Corporation Accounting

- formation of corporation
- transactions for a corporation
- fiscal reports of a corporation

Taxes

- sales
- excise
- property
- payroll
- income
- inventory

Data Processing

- terminology
- principles
- business applications

ACCOUNTING I and ACCOUNTING II

Methods of Instruction and Evaluation

Accounting I and Accounting II because of the similarity of the nature of subject matter presented lend themselves to the same teaching methods and the same methods of evaluation.

Methods of Instruction

The two courses can be taught by a method of group lecture and discussion which employs ample use of visual aids (transparencies, chalkboard, bulletin board, films and filmstrips) to present salient points of lessons for further study and reading. Small group work or individual work using simulated projects and/or practice sets, and when possible, actual business forms provides for individual differences, if differentiated assignments are used and "busy work" and a "lock-step" approach are avoided. Students who complete work rapidly and with understanding may be challenged with more difficult assignments or used as group leaders or assistant instructors or be encouraged to work independently.

In order for the students to understand the sequence of the accounting process, integrated assignments should be an essential part of instruction.

Guest speakers and field trips arranged in conjunction with current topics of discussion provide an easy way to show relevancy of classroom activities to the business world. Field trips may be scheduled to banks, business firms, IRS offices, accounting firms, and to computer installations.

The use of calculating machines should be encouraged in the classroom though manual calculations should not be ignored as both types of calculation are used in business. Time saved through the use of machine calculations can best be used for additional instruction.

Case problems may be used as individual or group projects for analysis and understanding of business operations. Bulletin board displays of student work, business forms, and pictures may serve to illustrate outstanding points of various lesson presentations.

The participation of all students in class discussions should be encouraged to develop an understanding of why business procedures exist and perhaps discuss alternative correct procedures for those presented in the classroom.

For these classes the more realistic the work assigned, the more closely this work is related to local businesses with which students are acquainted, the better will be student motivation.

All assignments should be checked as soon as completed. Transparencies of problem solutions should be used as learning and time-saving devices.

Methods of Evaluation

Evaluation must be related directly to the lesson, unit, or course objectives of the two courses: Accounting I and Accounting II.

Problems may be checked by using an overhead projector to show problem solutions — students may check their own work or each other's work though work so checked should be to gain understanding rather than for grading purposes.

Written problem assignments checked by the teacher and student participation in class-work and discussions can and should be considered in student evaluation. Extra-class work such as library or investigation reports and development of student-prepared bulletin board displays are also suitable evaluation criteria.

Both theory and practical tests should be administered at frequent intervals to obtain accurate and objective information concerning the achievement and progress of students.

Students should also be evaluated on the basis of attitudes related to vocational success (punctuality, attendance, perseverance to complete work, sense of responsibility) as they are displayed in the classroom.

The relative weight of each of the evaluative factors presented must be determined by each teacher as they relate to the attainment of course objectives in each class situation.

DATA PROCESSING

Introduction

Unlike the more established educational disciplines in business education that have clearly defined educational objectives and goals, data processing programs designed for secondary schools must still be considered developmental in nature. Rapid changes in technology within the computer industry have had serious consequences for secondary schools planning to design a data processing program.

In the last fifteen years, computer manufacturers have introduced "four generations" of new computer systems; each new system making much of the technology of the prior system obsolete. In addition to this, the introduction into the computer market place of highly versatile low cost mini computers has added another dimension to the problem. These rapid changes in technology have caused a continual need for additional training for data processing specialists. Computer operators, programmers, systems analysts, and managers of data processing have all been confronted with the problem of upgrading their technical skills as new computer systems are introduced.

Secondary schools have experienced serious problems in reacting to these rapid changes in technology. Budgetary limitations, updating the background of teaching staffs, and redefining educational goals and objectives have had a constraining effect on schools planning to introduce or modify data processing programs. As high schools begin to design data processing programs, consideration must be given to the backgrounds of the data processing staffs, definitions of realistic goals and objectives of data processing programs, and the educational environments within which the data processing programs will exist.

Regardless of the scope of the program, the teaching staff should have taken courses and have practical experience in keypunching, computer concepts, computer programming, and as well have a thorough understanding of how computer applications are designed in business and industry. Without a teaching staff with adequate professional background in this specialized field, the program will not succeed.

The goals and objectives of the data processing program must be clearly defined. Realistic career goals should be designed to meet the needs of business; however, the scope of the data processing program will be limited by the ability of the staff to implement the program as well as the constraints imposed by the availability of computer equipment. A secondary school without access to computer equipment will have goals that will be quite different from those of a school with access to equipment.

The direction that a data processing program should take will be determined by the type of computer system accessible for instruction. While it would be impractical to expect every secondary school to have a computer system devoted to educational purposes, many schools have designed meaningful data processing programs by using a mini computer or obtaining access to a computer system through remote job entry devices or on-line terminals. In some cases secondary schools have made arrangements to use the computer facility of the city in which they are located, while others have agreements with local industry to have programs run during non-peak load periods.

Schools without access to any form of computer facility can compensate by introducing the use of low cost multi-media training programs available in film or video cassette form covering all technical aspects of data processing. Successful data processing programs can be introduced without access to any form of computer facility provided the teaching staff has the technical background to overcome this constraint and has sufficient access to multi-media materials in data processing.

Without access to a computer facility or well-designed multi-media programs, the problem of introducing a meaningful data processing program becomes extremely difficult.

The Role of Data Processing Education

A great deal of controversy exists concerning the role of data processing education on a secondary school level. The controversy centers around the relationship of career education and general education. While the controversy has not been resolved, some guidelines are beginning to emerge which should assist secondary schools in overcoming this educational dilemma.

Career education in data processing should be centered around the entry level positions that are normally associated with a person with a high school education. These entry level positions should cover training to enable students to obtain positions as keypunch operators, data entry clerks, or computer operators. Students can receive enough vocationally oriented training in high school to enable them to obtain positions in the field of data processing at these levels.

General education in data processing should cover the areas of computer programming, computer applications and a brief exposure to systems analysis and design. While students can be given courses in these areas they should receive advanced training beyond high school in order to be considered for these positions in a data processing environment. The trend is to require a minimum of two years of college and in many cases four years of college in order to be considered for positions of this type.

A well designed data processing program can meet the vocational needs of students planning to enter the field of data processing upon completing high school, as well as the needs of students who want to develop a better understanding of computers to enable them to make wiser career choices involving training beyond the high school level.

Data Processing Objectives

Prior to the time that specific educational objectives are established for individual courses of study, the general objectives of the data processing program must be defined. However, as with traditional business education objectives must be developed not only for general education, but also for exploratory education and career education for the data processing students.

General education and exploratory education have rather clearly defined roles in any data processing program. With the introduction of the computer into the environment of business and industry, data processing has made an impact at all levels of society. Students should receive training in data processing that will give them a better understanding of how

data processing affects their lives. Career opportunities in data processing should be introduced, with stress on careers that require a high school education as well as those careers that require specialized training beyond high school. The role of computer programmers, systems analysts, and data processing managers should be explored as possible career paths.

Career education objectives can be met through the development of courses to train students for entry level positions in data processing. As these career objectives are being developed, realistic study must be made of the opportunities available for data processing students with a high school diploma. High school students can be trained successfully for entry level positions as keypunch operators, computer operators, and clerical support clerks involving a variety of functions in a data processing environment. Data processing programs should not attempt to train computer programmers or systems analysts under the guise of career education since training in these areas requires advanced technical study and experience beyond that which can be acquired in the secondary school. Courses in computer programming and systems analysis and design must be considered as exploratory and not as vocational career education.

In summary, broad general objectives can encompass:

1. General education objectives designed to give students a broad understanding of the role of data processing in society. The role of data processing in the fields of law, medicine, science, education, government, and industry should be explored enabling students to gain a better understanding of the impact of data processing upon their lives.
2. Exploratory education objectives designed to introduce the career paths that are available to students planning to make data processing a career by seeking additional technical training beyond the high school level.
3. Career education objectives designed to teach students skills that will enable students to obtain entry level positions upon the completion of high school education.

Modular Data Processing Program Design

The design of a data processing program should be modular in nature to allow the offering of a single course or diverse courses depending upon the scope of the data processing program, the background of the teaching staff, the student objectives, and the administrative and financial support of the program. A data processing program should offer a blend of career, general, and exploratory education.

The following chart lists a group of courses that can be offered during the junior and senior years to cover a variety of subject areas. Some schools may be interested only in offering one or two of these courses while other schools may have the capability to offer the complete program. The chart presents suggested courses, with prerequisites, grade placements, types of objectives.

DATA PROCESSING COURSES

Course	Number Semesters	Prerequisites	Semester ¹ Grade Level		Objectives ²
			11	12	
Data Processing Concepts	1	None	1		C G E
Key punch Training	1	Data Processing Concepts and Typewriting	2		C
Computer Programming	1	Data Processing Concepts	2		G E
Computer Programming and Systems	1	Computer Programming		1	G E
Computer Operations	1	Data Processing Concepts		1	C

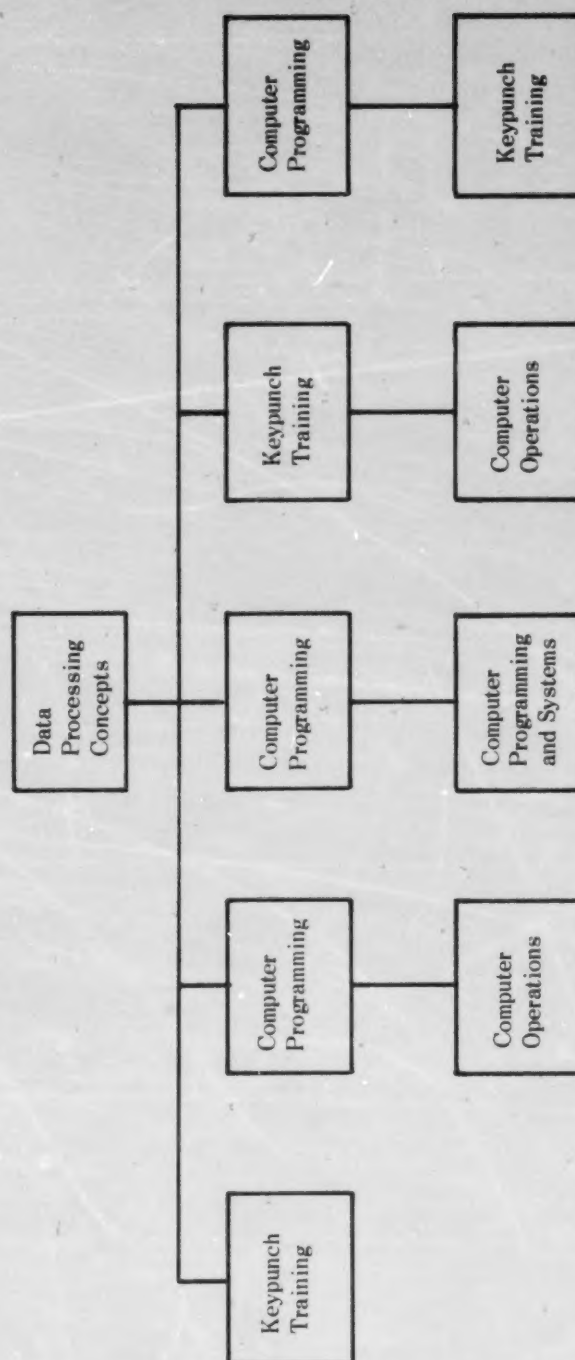
¹Semester Level indicated by 1 or 2

²Objectives C Career
 G General
 E Exploratory

The program is designed around a data processing concepts course that is required before any advanced training is taken. This core course will give students an overview of the field of data processing to include computer concepts, career opportunities, and an introduction to computer programming. Students successfully completing this course can select additional courses that will give them additional training in career oriented courses, general education courses, or a blend of career and general education courses. While a grade level and semester sequence has been suggested, the courses could be offered in a variety of scheduling patterns depending upon the desires of the school.

The diagram on the next page illustrates the possible sequence of courses that a student may take during the junior and senior years depending upon his interest. Note that keypunch training is available during both years to enable students to select other courses. Since the training of computer programmers is not a career objective of the secondary school, any appropriate programming language might be taught. Languages such as Basic, COBOL, Report Program Generator, FORTRAN, Assembler Language are among those that can fulfill the programming sequence.

POSSIBLE TRAINING PATHS



The following course descriptions will assist high schools in designing syllabi for a series of courses that could be included in a typical data processing program:

DATA PROCESSING CONCEPTS

Introduction

A course in data processing concepts is designed to give students their first exposure in the field of data processing. Since the course is designed to blend career and general education objectives it can be offered to all high school students. Other common titles for this course would be Introduction to Data Processing, Fundamentals of Data Processing, Data Processing I, Computer Concepts, and Computer Fundamentals. The suggested grade level for this course is grade 11.

Specific Objectives

Upon completing this course, the student should:

- A. Understand and gain an appreciation of:
 - 1. How data processing has revolutionized the traditional processing methods of business and industry
 - 2. The roles men and women play in directing the activities of computer systems
 - 3. How data processing systems are designed, programmed, and information is processed in business and industry
 - 4. The types of careers available in the data processing industry and in general the qualifications and education required to fill these positions
 - 5. The relationship between computer hardware, software operating systems, and application programs
- B. Be able to
 - 1. Write a computer flow chart along with input output specifications for a computer application
 - 2. Write simple computer programs using the programming language introduced in the course
 - 3. Identify the characteristics of a typical computer configuration

4. Understand the hollerith code and internal data representation
5. Design card layouts to be used in conjunction with source documents
6. Key punch input data on a key punch

Course Content

- A. Introduction to the field of data processing
 1. Evolution from unit record to computer systems
 2. Impact computers have made in traditional information processing methods
 3. Employment opportunities in the field of data processing including educational requirements
 4. An overview of how business applications are developed
- B. Creating input to a data processing system
 1. Source document to punched card
 2. Hollerith coding structure
 3. Card layout and design
- C. Using a key punch to create data processing input
 1. Characteristics of a key punch
 2. Key punching input from a source document
 3. Practice exercises
- D. The use of unit record equipment
 1. Typical machines and their uses
 2. Developing a computer application
 3. Practical problems using unit record techniques

E. The electronic computer

1. Input, output, processing
2. Types of input, output devices
3. Characteristics of the central processing unit
4. The flow of information through a computer system
5. Internal data representation
6. Characteristics of magnetic tape and disc storage

F. Problem solving using program flowcharting techniques

1. The need for flowcharting
2. Flowcharting techniques
3. Practice in flowcharting
4. Flowcharting problems

G. Steps in writing a computer program

1. Define the problem
2. Create input output layouts
3. Flowchart the problem
4. Write the instructions
5. Key punch the program instructions
6. Compile and test the program with the test data
7. Document the program

H. Introduction to computer programming

1. An overview of typical programming languages
2. Machine versus symbolic languages
3. Introduce the language to be taught

I. Writing computer programs

1. Using the language to be taught introduce the simple instructions for input output and processing
2. Write simple programs, testing them when possible

J. Review the various career paths in data processing

1. Discuss training and educational requirements
2. Review employment opportunities and typical salaries

Methods of Instruction

The environment available for a data processing program will determine the approach that is taken. If possible, access to a computer facility will enhance the program. Possible access to a computer facility could include an on-site mini computer, on-line terminal to some remote computer system, remote job entry (card reader and printer) to some remote computer system, use of a computer facility in the locality (town facility or local industry).

Where a computer is not available desirable results can be achieved through the use of multi media instructional programs using films or video cassettes. Materials of this type can be purchased or rented. These materials cover programs in computer concepts and various programming languages.

Plant visitations to computer systems can be very effective to stimulate the interest of students.

The ability that the teacher has in presenting material properly in any basic course in data processing cannot be over emphasized. A well trained teacher can overcome the lack of a computer facility.

KEYPUNCH TRAINING

Introduction

A course in keypunch training is designed to give students practical experience in working with keypunches used to create input for computer installations. This course will offer students career training in the data preparation skills needed for employment in business and industry as keypunch operators.

Other common titles for this course would be Keypunching Concepts, Keypunch Recording, Data Preparation, and Input Preparation.

The prerequisites for this one semester course are Data Processing Concepts and Typewriting I. The suggested grade level for the course is grade 11 or 12.

Specific Objectives

Upon completing this course, the student should:

understand and gain an appreciation of:

- the role of a keypunch operator in a data processing department

- the basic skills and principles needed to successfully operate data entry devices

- how source documents containing required information are used in the creation of input for a data processing application

- how punched cards are designed to place required information in a standard input format

- the work habits and attitudes needed to succeed as a keypunch operator in a data processing department

be able to:

- create input using acceptable standards required by business and industry

- prepare program cards enabling the student to create input under program control

- successfully operate a keypunch, meeting the requirements needed in a production oriented keypunching environment

Course Content

Introduction to the Punched Card

- The Role and Use of the Source Document
- Card Design and Layout
- Hollerith Coding Structure

Introduction to the Printing Card Punch

- Operating Features
- Program Design
- Program Application Exercises

Developing Speed and Accuracy

- Numeric Data
- Alphanumeric Data
- Designing and Testing Program Cards
- Standards of Achievement

Introduction to the Verifier

- Operating Features
- Need for Verifying Input
- Skill Development

Overview of Input Devices

- Keypunch
- Data Recorder
- Data Tape Devices

The Role of the Keypunch Operator

- Preparing Source Documents
- Keypunching and Verifying Standards and Controls
- Duties of the Keypunch Operator

Methods of Instruction

Methods of instruction and equipment needed will vary with each school system. The following suggestions are offered for consideration:

It is not necessary to provide a keypunch machine for each student. A combination of keypunches and typewriter simulators (IBM Selectrics and Royal Key Punch Simulators) is acceptable

Use a few keypunch machines and an open lab approach, so that many more students could be serviced throughout the school day

Use of a keypunch "Pacer" system utilizing audio tapes, films, or slides for individualized instruction

Provide students with "practical" keypunching experience by preparing various data entry cards to be used in the school such as report cards, attendance cards, and course selection cards

Place experienced keypunch students in a one day on-the-job learning experience in a local data processing installation

COMPUTER PROGRAMMING

Introduction

A course in computer programming should be designed primarily as a course in general education and exploratory education. Because the course is meant to give students an opportunity to learn computer programming as an exploratory course in business and not for career education goals, the language taught will depend upon the background of the faculty and the type of computer facility available for testing computer programs. While a course in programming can be taught without access to a computer facility, the course will be more meaningful if students can compile and test some of the programs they have written.

Whenever possible a business oriented language such as COBOL or Report Program Generator should be taught, although almost any programming language will meet the objectives of the course. In addition to COBOL and RPG, languages such as Basic, FORTRAN, PL/1, and Assembler Language can be introduced successfully.

A prerequisite for this one-semester course is an introductory course in data processing concepts. The suggested grade level for offering the course is grade 12.

In order to avoid duplication a sample syllabus for a course in computer programming has been designed around the COBOL programming language.

Specific Objectives

Upon completing this course, the student should:

understand and gain an appreciation of:

the problem-solving process required to program a computer application

standard flowcharting and documentation techniques

the relationship that exists between the user (who has the problem) and the programmer (who solves the problem)

the inter-relationship between the computer, the programmer, and the computer program

how computer applications are designed by systems analysts and systems programmers

be able to:

write computer flow charts along with input/output specifications for computer programs

write simple card-oriented computer programs using the COBOL programming language

compile, debug, and test computer programs

understand all of the steps required to solve a problem on a computer

Course Content

An Analysis of the Steps Required to Write a Computer Program

- Define the Problem
- Create Input/Output Layouts
- Flowchart the Problem
- Write the Instructions
- Key punch the Program Instructions
- Compile and Test the Program with Test Data
- Document the Program

A Preliminary Look at the COBOL Programming Language

- Language Elements
- Four Divisions
- Sample Program

Requirements of the Identification and Environment Divisions

Requirements of the Data Division

- File Description
- Record Description
- Working Storage
- Methods of Data Representation

Requirements of the Procedure Division

- Open, Read, Move, Write Verbs
- Close, Accept Display Verbs

Additional Procedure Division Words

- Arithmetic, Editing, Compute Verbs
- Display, Value, Usage, Stop

Developing Tests and Totals in a COBOL Program

Comparing
Relation, Sign, and Class Tests
Condition Names

Additional Statements

Headings, Overflow
Perform
Minor, Intermediate, Major Totals

Use of Tables, Subscripts, and Sort Verb

Methods of Instruction

In order for a programming course to have any meaning, students must be given an opportunity to compile, debug, and test programs that they have written. Schools planning to introduce a course in computer programming should be certain that they have access to a computer facility to enable them to test student programs. With access to a computer facility, a programming course that stresses compiling and testing programs can be offered. Most schools will not have access to their own computer facility. In Connecticut there are four active chapters of the Data Processing Management Association. Each of these chapters has an Educational Chairman who can make arrangements to have student programs compiled and tested by local industry during non-peak periods. With little if any cost, the resources of this organization can be used to enhance the programming course.

At the beginning of the course simple programs that contain a few simple instructions should be designed. Simple programs that students can complete successfully will build student confidence as they attempt to learn a programming language. A few simple business-oriented programs followed by a complex program toward the end of the course will enable basic programming concepts to be taught successfully.

Multi-media programs covering many programming languages are available to supplement classroom instruction. These inexpensive programs can be purchased or rented, enabling teachers with limited programming experience to teach meaningful courses in computer programming.

COMPUTER OPERATIONS

Introduction

A course in computer operations is a career oriented course designed for those students planning to seek employment as computer operators upon completing their high school education. Schools planning to introduce a course of this type will normally not have a computer installation to enable their students to receive adequate training in computer operations. Even if schools have small computer facilities, they will lack the diversity of equipment needed to give the students sufficient training. Fortunately there are some excellent multi-media programs designed by industry specialists that can be used for a course of this type.

A course in computer operations should be designed around existing multi-media programs designed to train computer operators for large computer installations away from the computer. Since entry-level positions as computer operators are filled by persons without any prior experience in computer operations, students who have been exposed to a course in computer concepts followed by a course in computer operations should receive serious consideration for these entry-level positions.

The suggested grade level for this semester course would be grade 12. A prerequisite for the course would be a survey course in data processing concepts.

Specific Objectives

Upon completing this course, the student should:

understand and gain an appreciation of:

how computer applications are processed in a data processing installation

how job control directs the activity of the operating system

how the computer operator acts as an interface between the computer hardware, software, and the application program

be able to:

operate a fourth generation computer system by directing its activities

load tape and disk drives, taking corrective action where required

operate the typewriter console or DOC (display operator communications) replying to messages from the operating system

process production programs utilizing the computer's operating system

understand the job control language required to compile, test, and execute computer programs

Course Content

System 360/370 I/O Device Overview

- Disk Storage Drives
- Printers
- Card Readers
- Magnetic Tape Drives
- Information Display System
- Card Punches

System 360/370 Concepts

- Input Output Devices
- Software and Hardware
- System Residence Pack
- Libraries and Application Programs
- Job Control Language
- System Utilities
- Operator Commands and Messages
- Operating Techniques
- Scheduling and Organization

Methods of Instruction

Because of the technical nature of this course, the program of studies must be designed around accepted multi-media programs designed by industry experts such as Edutronics International and Deltak, Inc. These low cost multi-media programs combine the use of film or video cassettes along with workbook exercises designed to enable the student to develop an understanding of computer operations used in a typical fourth generation environment.

Courses of this type have proven successful for the training of computer operators away from the computer system. This approach can serve as a meaningful substitute for actual hands-on training, an approach that many high schools are unable to make available to their students.

Field trips to computer installations during the course will enhance the effectiveness of this multi-media approach to train computer operators for business and industry. If possible, efforts should be made with local industry to enable students in this program to work with computer operators to gain practical experience during the course.

COMPUTER PROGRAMMING AND SYSTEMS

Introduction

Computer Programming and Systems is an advanced course in data processing designed to give students additional background in the area of exploratory education. Students considering a career in data processing as a programmer or systems analyst requiring advanced training beyond high school should be encouraged to take this course.

This course is designed to introduce advanced tape and disk programming techniques and an introduction to systems analysis and design. Simple business oriented computer applications will be introduced in the course.

Other common titles for this course are Advanced Programming, Computer Applications, and Systems Analysis and Design.

The suggested grade level for this semester course is Grade 12. Prerequisites for the course are Data Processing Concepts and Computer Programming.

Specific Objectives

Upon completing this course, the student should:

understand and gain an appreciation of:

magnetic tape and disk programming concepts and techniques

how computer applications are designed by systems analysts and systems programmers

sequential and index sequential disk processing methods

the career opportunities available in computer programming and systems analysis and design

be able to

write simple tape and disk oriented programs

design a simple business oriented computer application

design an index sequential disk oriented computer application

Course Content

Magnetic Tape Concepts

- File Organization
- Sequential Processing
- Updating a Tape File
- Uses in Industry

Direct Access Concepts

- File Organization
- Sequential Files
- Creation and Use of Sequential Files

Advanced Direct Access Concepts

- Index Sequential Files
- Creating and Updating Index Sequential Files
- Random Retrieval

Introduction to Computer Systems

- Components of a Computer System
- Introduction to Systems Analysis and Design
- File Design

Systems Analysis and Design

- Systems Survey
- Designing the New System
- Systems Documentation
- Implementing the New System

Systems Projects

In this unit students would work in groups designing a simple business oriented computer system. Student projects would cover one of the following areas of study:

- Billing and Accounts Receivable
- Sales Analysis
- Purchasing

Inventory Control
Payroll
Accounts Payable

Students would design the system and program one or more phases of the system as time permits.

Methods of Instruction

The first part of the course will be composed of classroom instruction and laboratory assignments in computer programming. As the course progresses students will have developed an understanding of disk storage techniques and simple systems analysis and design concepts. At this stage students should be broken into teams and assigned a computer application to design. During class sessions students will design the new system, documenting their new design. After presenting their application to the class, they will begin to implement the new system by writing one or more programs needed for the new system. The instructor will offer guidance and suggestions to each group as requirements for projects are developed.

Students should be encouraged to visit computer installations in order to gain an insight into how industry develops computer applications. All major computer manufacturers have application manuals on the systems the students will be designing. These manuals will be important aids to both teachers and students.

SECTION VI**Part 5****SECRETARIAL SUBJECT AREA****Personal-Use Typewriting****Beginning Typewriting****Advanced Typewriting****Personal Notetaking****Stenography I****Stenography II and Transcription****Steno Labs****Office Procedures****Business Communications**

**COMMITTEE
for the
SECRETARIAL AREA**

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SECRETARIAL STUDIES

Introduction

Today's business education curriculum, especially secretarial education, provides for many different career options.

The diversification of secretarial education has developed over the years because of the changing demands of the world of work and the sophisticated equipment used in the offices. With the development of new equipment, a greater need arises for a variety of trained workers in the secretarial area. Consideration should be given to the job requirements for a secretary, stenographer, receptionist, and clerk typist, enabling students to secure those jobs.

Schools should provide the necessary instruction to train students for entry-level secretarial and or clerical positions. These instructional materials can be provided in various successful time frames (one/two years, six months, four weeks) or any other time frame that permits the teaching of the desired skill at an employable level to meet the student's needs.

When planning course offerings and setting levels of achievement, the school staff must consider the demands of business which should determine the basic skills and attitudes taught for employment. Up-to-date equipment similar to what the worker will use in the office should be used in the classroom situation whenever possible.

The student who elects the secretarial/clerical areas should have options but, at the same time, follow a sequence of courses that will provide skills and training which will lead to meaningful employment at the successful completion of the program of studies.

The courses, course content, and terminal objectives presented in this section are considered as the basics for a secretarial or clerical career. The course outlines are designed to allow the teacher to adapt to individual department and student requirements. Many schools will undoubtedly supplement these basic courses with additional offerings.

PERSONAL-USE TYPEWRITING

Introduction

Personal-Use Typewriting is a course which is usually taught for a half year. Its purpose is to enable non-business students to gain a basic skill for personal use. The course can also serve as an exploratory course for many students. Grade placement for the course is optional. There are no prerequisites for the course.

Objectives

The student will:

acquire a thorough knowledge of the keyboard and operative parts of the machine

produce acceptable copy in areas designated in course content

Course Content

Mastery of Keyboard

Manipulation of Operative Machine Parts

Speed and Accuracy Development

Centering – Tabulations

Compositions and Reports (coordinated with other disciplines)

Personal and Business Letters with Envelopes and Carbon Copies

Rough Drafts – Letters and Reports

Research Papers – Footnotes

Composition at Typewriter

Applications and Resumes

BEGINNING TYPEWRITING

The first year of typewriting, which can be offered in grade 9 or 10, is a career-oriented course designed to develop minimal skills necessary for job entry. The major objective of this one-year course is to develop a foundation of techniques essential to advanced vocational instruction.

Objectives

Upon completion of the course, the student will:

have a thorough knowledge of the keyboard and operative parts of the machine

type a minimum of 25 net words a minute for five minutes with no more than five errors on straight-copy material

display desirable work attitudes and habits: punctuality, neatness, pride, and responsibility

proofread accurately

produce well-placed, acceptable typewritten copy

Course Content

Keyboard Mastery (Manual and Electric Machines)

Proper Posture
Proper Keyboard Stroking Techniques
Correct Use of Operative Parts

Speed and Accuracy Development

Techniques
Drills

Error Detection and Correction

Proofreading
Correcting Devices

Centering and Tabulation

Horizontal
Vertical
Special Display Projects

Correspondence

Letters
Memoranda
Carbon Copies
Envelopes

Business Forms

Billing Forms
Shipping Forms
Financial Forms

Manuscripts

Outlines
Title Page
Table of Contents
Unbound and Bound Reports
Footnotes
Tables and Charts
Bibliography

Rough Drafts

Correspondence
Manuscripts

Composition at the Typewriter**Work Habits**

Work-Station Organization
Ability to Follow Written and Oral Directions
Ability to Work with Others
Self Evaluation of Work
Typewriter Care

ADVANCED TYPEWRITING

Introduction

Advanced Typewriting, a career-oriented course, is designed to further develop and refine the minimal job-entry skills gained in Beginning Typewriting. Some schools offer the student an opportunity to continue typewriting instruction of specialized nature: legal, medical, or statistical typewriting. Advanced Typewriting may also be known as Typewriting II or Production Typewriting.

A prerequisite to Advanced Typewriting is Beginning or Personal-Use Typewriting. Advanced Typewriting should be taken in grade 10, 11, or 12, whichever year immediately follows the completion of Beginning Typewriting.

Objectives

Upon completion of this course, the student will:

type at a minimum of 40 words net per minute for five minutes with no more than five errors from straight-copy material

produce acceptable business communication materials under timed conditions, distinguishing between acceptable and unacceptable copy

proofread accurately and make acceptable corrections

compose at the typewriter

exhibit desirable personal attributes: cooperation, dependability, promptness, self-control under pressure, cheerfulness in accepting assignments, acceptance of constructive criticism.

Course Content

Review of Basic Skills

Speed and Accuracy Development

Proofreading and Error Correction

Production Typewriting

Correspondence

Correspondence**Letter Styles**

- Block
- Modified Block
- Modified Block, Indented

- Memoranda
- Envelopes
- Form Letters
- Application Letters and Resumes

Punctuation

- Open
- Mixed

Statistical Information**Business Forms**

- Purchase Orders
- Invoices
- Mailing Labels

Manuscripts

- Outlines
- Title Page
- Table of Contents
- Unbound and Bound Reports
- Footnotes
- Tables, Charts, and Graphs
- Bibliography

- Speeches
- Minutes of Meetings
- Committee Reports
- News Releases

Rough Draft Typing**Chain Feeding**

Reprographics

Spirit Duplicator
Mimeograph
Offset
Photo-Ready Copy
Photocopy

Special Projects

Executive
Legal
Medical
In-Basket Exercises

Composition at Typewriter**Work Habits**

Typewriter Care
Work Station Organization
Ability to Follow Written-Oral Directions
Ability to Work with Others
Self-Evaluation of Work

METHODS FOR TEACHING TYPEWRITING COURSES

Teacher demonstrations should be used throughout the typewriting instruction in order that the students see correct techniques.

The overhead projector is an excellent tool for presenting new material or displaying samples of work.

Controlled readers, rhythm records, and tapes should be used to provide variety in the classroom procedures.

Bulletin boards should be constructed to motivate and to encourage competition.

Use of actual business forms in typewriting will enhance the teaching.

The teacher should make certain that all drills have a purpose and that the student is aware of that purpose and is working with the teacher toward its accomplishment.

The teacher should use 1-minute and 2-minute timings to develop speed and accuracy concurrently. The 3-minute or 5-minute timings would be for evaluation purposes.

The teacher should select carefully the materials to be used in the classroom. Use of materials other than those in the textbook being used should be considered.

All work performed by the student in a typewriting class should be a teaching-learning experience rather than just busy work.

More than in any other class, the typewriting teacher should be *in* the classroom observing the work being performed at each work station rather than sitting behind the desk.

There should be challenging materials available for those students who are able to proceed faster than other class members.

The typewriting teacher, both in beginning and advanced classes, should use multi-purpose drills which assist in reviewing, recalling, reinforcing, and refining the language arts skills.

The teacher in advanced typewriting plans for considerable timed production work.

Office conditions should be simulated as much as possible.

Drills are brief and intensive with attainable goals.

PERSONAL NOTETAKING

Personal Notetaking is a self-enrichment course usually taken for a half-year and is sometimes offered in conjunction with Personal-Use Typewriting. This course, based on an abbreviation system using either alphabet or symbols, is designed to prepare college-bound students to extract meaningful data from lectures, textbooks, and reference sources. The course should be offered in grade 10, 11, or 12.

Objectives

Upon completion of the course, the student will:

- have a knowledge of the theory of alphabetic or symbol notetaking
- be able to use those reference materials necessary for college classes
- be able to take notes from lecture situations
- be able to extract meaningful data from lecture notes

Course Content

Principles of the Alphabetic or Symbol System

Methods of Notetaking

Drills on Abstracting Pertinent Data from Lectures, Textbooks, and Reference Sources

Basics of Outlining

Notecard Preparation for Research Papers

Library Reference Sources

Notetaking from Guest Lecturers

Effective Listening Techniques

Efficient Patterns for Work Organization

Efficient Use of Study Time and Materials

Methods of Instruction**Lectures**

Class Members
Teachers
Community Members

Outside Speakers

Other Disciplines
Topics of Interest

Use of Video Tape

Present Previous Speakers
Allow Student to View Self

Library

Reference Source
Proper Use of Materials

STENOGRAPHY I

Introduction

Stenography I is primarily a vocational course designed to develop skills, knowledges, and attitudes essential to success in business. The course should be offered in grade 11 and has a recommended prerequisite of Beginning Typewriting.

Objectives

At the end of study of Stenography I, the student will:

- possess competencies in theory, brief forms, phrase lists, and related transcription skills

- be able to write all brief forms from dictation at the rate of one every three to five seconds and transcribe them with 100% accuracy

- be able to take new matter dictation at a *minimum* rate of 60 words per minute for three to five minutes and transcribe with 95% accuracy

- be able to produce typewritten, mailable letters from dictated notes (correct punctuation, spelling, grammar)

- develop desirable work habits, punctuality, neatness, pride, responsibility

Course Content

Theory

Reading

- Timed Reading from Textbook Plates
- Timed Reading from Homework Notes

Shorthand Dictation

- Speed Building from Practiced Material
- Speed Building from New Material

Pretranscription Training

- Spelling
- Punctuation
- Capitalization
- Grammar

STENOGRAPHY II AND TRANSCRIPTION

Introduction

Stenography II and Transcription is a course structured to develop further the vocational skills and knowledges introduced in Stenography I for those students who have selected the stenographic career path.

The course which should be offered in grade 12 should be scheduled for shorthand instruction with a second period for transcription immediately following. The prerequisites include Stenography I and at least one year of typewriting.

Objectives

Upon completion of the course, the student will:

- be able to transcribe on the typewriter new material dictated at 80 to 100 words per minute for three to five minutes with 95% accuracy

- be able to transcribe in mailable form short business letters dictated at a minimum speed of 80 words per minute

- be able to take office-style dictation and transcribe and produce mailable copy

- transcribe all types of business communications, with carbon copies and envelopes, at a reasonable rate

- develop personality traits necessary for successful employment

Course Content

- Shorthand Speed Building

 - Letters and Memoranda
 - Office-Style Dictation

- Vocabulary Building

- Review of Typewriting and Correction Techniques

- Development of Transcription Skills

Review of English Skills

Grammar
Punctuation
Proofreading
Spelling
Capitalization

Reference Materials

Dictionary
Reference Manuals

STENOGRAPHY TEACHING METHODS

Stenography courses combine the development of several skills: reading, writing or taking dictation, and transcription. Certain procedures enhance the teaching of these skills:

Repetitive reading of outlines from the chalkboard or the overhead projector screen after initial theory presentation enables the student to grasp the theory principles more readily.

Concerted oral reading of words illustrating theory aids the aural learning process in stenography.

Plate reading by students in class at the beginning of the semester is extremely beneficial. However, as writing is introduced, the amount of reading in class should be decreased, followed by longer periods of dictation. Reading should progress from reading of plate material to reading homework notes predominantly.

Proper use of transcripts, if provided, should be taught by the teacher. If transcripts are used, the student can use these occasionally in second year classes to write homework from printed words, then use the textbook to check for writing accuracy.

New matter or graded dictation material should be introduced according to the approach recommended by the author of the textbook being used.

Forced speed dictation should be given in the first semester during the learning of theory principles. During the second semester considerable time should be devoted to speed building and reinforcement of theory principles.

Use of multi-channel tape equipment enables the student to progress at an individual rate. This type of equipment should serve as a supplemental aid to the teacher, not as a teacher replacement.

Records can also be used as an aid in increasing the speed of the students.

The first typed transcription should be from plate material in the textbook, which has been written as homework. A reading of the material just prior to transcription will assist the student in that first typewritten transcript.

From plate material the student will progress to transcribing from homework notes, previewed material, then new material.

The teacher should remember that transcription needs to be taught. Some pretranscription skills, such as punctuation, grammar, etc., are taught in first-year stenography. The student needs to combine these skills with the typewriting skills acquired in typewriting classes, plus the skill of reading shorthand notes and transferring these shorthand outlines to the printed word.

The stenography teacher should move about the classroom during the dictation of drill materials. This enables the teacher to see what the student is writing.

The Stenography I class should have access to a typing room during the first and second semester. This will then allow the students to acquire the skill of transcribing from written shorthand notes early in the learning period.

Work experience involving shorthand transcription outside the classroom is invaluable to the stenographic student. Other faculty members can sometimes use a secretary.

A variety of voices for dictation is helpful to the student in the second year of stenography.

STENO LABS

Most schools are now using multi-channel equipment in the stenography classes. Such equipment can assist the teacher in giving the students the speed practice they need, since the entire class does not all need the same speed.

If possible, this equipment should be available at times other than the class period; and the student should be encouraged to secure additional dictation practice.

Use of the stenography labs during the class period should be limited to a part of the period, not the entire time.

When the schools purchase steno lab equipment, consideration should be given to ease of operation, availability of service representatives for maintenance, suitability for needs, and possible use for other courses.

OFFICE PROCEDURES

Office Procedures is a culminating course for business students who select one of the career sequences for vocational competency and subsequent employment. Some schools offer the student a choice between clerical office practice and secretarial office practice. Either option should be offered in grade 12 and has a prerequisite typewriting. At the completion of the course, students should be proficient in the skill areas related to their career path.

Objectives

Upon completion of the course, the student will:

be a mature individual possessing desirable work habits and skills

be aware of the typical work flow cycles which incorporate a variety of business equipment and appropriate procedures

have the necessary knowledges and skills to perform selected office routines and procedures

have knowledge of correct employment procedures

Course Content

There is a wide range of activities which could be included. The selection of units is determined by the availability of equipment, goals and objectives of the course, other course offerings and community needs. Suggested units are listed in alphabetic order:

Adding and Calculating Machines

Banking Services

Basic Business Forms

Computational Skills Refresher

Data Processing

Duties of Receptionist

Employment Procedures**Letters of Application****Resumes****Job Interviews****English Fundamentals and Letter Writing (if not taught in a separate business course)****Filing and Records Management****Human Relations****"In Basket" Exercises****Payroll Procedures****Postal and Shipping Procedures****Reference Sources****Reprographics****Spirit****Mimeograph****Offset-Ready Photo Copy****Photocopy****Simulation Activities****Special Typewriting Projects****Telephone Usage (Including Switchboard Operation)****Transcribing Machines****Travel Arrangements****Word Processing Principles**

BUSINESS COMMUNICATIONS

Introduction

Business Communications is a one-semester course to be offered in grade eleven or twelve to refine the basic oral and writing skills for effectiveness in personal correspondence and career activities.

Objectives

Upon completion of the course, the student should be able to:

apply the elements of grammar and correct mechanics of the English language in oral and written communications

use the dictionary for spelling and increasing vocabulary

use oral communications effectively in the presentation of speeches and reports

apply the principles of research and report writing, including correct usage of library and other reference resources

follow directions accurately

demonstrate the principles of written communications through properly constructed correspondence

write the necessary letter of application and resume for employment preparation

Course Content

Grammar, Spelling, and Punctuation Drills

Vocabulary Development

Oral Communications

Personal and Business Letters, Memorandums

Research and Report Writing

Letters of Application, Resumes, and Job Interviews

SECTION VII**SUGGESTED SPECIFIC TEACHING TECHNIQUES**
(for selected business subjects)**General Business****Business Mathematics****Business Communications****Business Law****Business Principles****Consumer Education or Economics****Data Processing****Distributive Education****Economics****Office Practice****Recordkeeping and Accounting****Stenography****Typewriting**

SPECIFIC TEACHING TECHNIQUES FOR BUSINESS SUBJECTS

In this section are presented only a few examples of specific teaching techniques or suggestions that the teacher of business courses can employ in enriching classroom instruction. The creative teacher will develop his/her own effective teaching techniques and seek out and use these and others that appear in the professional literature. Teachers are encouraged to refer to the periodicals and references cited in the Bibliography for further suggestions on effective classroom teaching methods and techniques and on sources of supplementary materials for classroom use. Some of the teaching techniques presented in this section have been suggested by and used by Connecticut business teachers.

Specific techniques are listed by subjects as arranged in alphabetical order.

GENERAL BUSINESS

- I. When studying types of business organization, form a "corporation" — issue stock, elect board of directors, officers, etc. Set up the company to carry out some profit-making endeavor.
- II. Develop and ditto a crossword puzzle consisting of general business terms. Students enjoy working these, and it is a good way to highlight and teach students new words and concepts generally used in business.
- III. Vary classroom activities by using roleplaying. Situations that lend themselves to this technique might be the following: A. A teenage boy wants to buy an automobile. He and his "parents" (a total of three students) discuss the matter. Included in the discussion are such points as the worth of the automobile, obtaining financing, estimating cost of upkeep, obtaining insurance, etc. B. Four students who are close friends are giving some thought to the kinds of occupations for which they wish to prepare. They talk over their thoughts and plans with each other. They are all business related jobs (accounting, stenographic, sales, and data processing). Points to be covered in the discussion among the students would include opportunities in the occupation being considered, qualifications, financial and other compensation, working conditions, advancement opportunity, etc. The roleplaying discussion by the four students should highlight some of the factors that a person choosing an occupation should consider.
- IV. Invite an officer of a local bank to meet with the class. Ask him to include in his discussion such topics as these: A. What a bank does for this community B. Mistakes commonly made by users of banking services C. How a bank earns its income D. How a bank gets started, etc.
- V. Assume a teenager wants to borrow a given sum of money. Have several students each contact a different lending institution and report to the class on such aspects as A. Whether the institution would lend him the money and under what conditions B. How the money would have to be paid back C. What the true interest rate would be and the dollar amount of interest.

VI. When studying the general topic of money management, encourage students to build a budget and keep a record of their own income and expenses. With the aid of the class, sketch out on the chalk board or on a transparency a simple columnar record, and head the income and expense columns with typical income and expense classifications. Using amounts suggested as a reasonable teenage income and expenses, record income and expenditures for a typical week.

BUSINESS MATHEMATICS

I. For teaching Percentage, Base, and Rate, use the Formula Triangle:

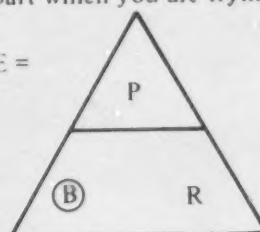


Once students have mastered the idea of what the Percentage, Base, and Rate are, in order to remember the formula for each, simply cover that part which you are trying to solve:

PERCENTAGE =

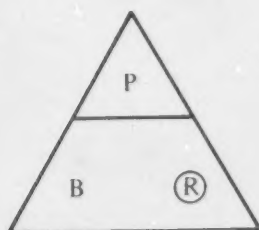


BASE =



$$\text{or } \frac{P}{R} \text{ or } P \div R \text{ or } R \overline{) P}$$

RATE =



$$\text{or } \frac{P}{B} \text{ or } P \div B \text{ or } B \overline{) P}$$

II. Use a tachistoscope or slide projector with write-on slides during the first week of school for drills on addition, subtraction, as well as with multiplication tables. This provides a good review and students develop confidence with simple basics. This type of presentation can also be used in computing simple interest problems and with *breaking up* the days in the 60-day, 6% method.

III. For comparison of values between percents, fractions, and decimals, use a student worksheet set up as follows:

Prob. #1 a. 33% b. $\frac{1}{3}$ c. .34 d. $\frac{5}{16}$ e. .334

Students should be able to rank these in order of largest to smallest or smallest to largest provides some fun as well as perspective of values of these numbers

Answers: Largest c e b a d smallest

The trick, of course, is to compute the decimal value of each number.

IV. **FUN & GAMES** Students are divided into two, three, or four teams. One chair per team is set facing the chalkboard. One representative of each team takes a seat in one of these chairs. (Chalk and erasers should be available to each team.) Teacher positions self in back of classroom. Teacher has each representative step up to board and write down problem. (These may range from addition and subtraction to thought problems in interest, mark-up, mark-down, etc.) As soon as the student writes problem on the board, he takes his seat. When all team reps are seated, on signal they go up to board and solve problem, circling answer. Student representative who gets correct answer and sits down first scores point for team and remains in front of room. Other students are replaced by teammates. If student sits down with wrong answer, he is disqualified (sometimes the best student hurries too much and is disqualified). If all but one student sits down after circling wrong answer, no points are given, but the remaining student can stay and try against other team representatives.

V. Many of the errors made in arithmetic calculations involve errors of an exaggerated nature. For example, a student will come out with an answer of \$345 interest on a modest amount of money rather than, perhaps, the correct amount of \$34.50. A teacher can assist students to avoid this type of exaggerated error by giving them practice in the estimation of correct answers to problems. Orally presenting questions such as these are helpful in this respect:

Is interest on \$700 for six months at 8% likely to be \$7? \$56? \$70? \$28? \$280

Is the total price of a purchase of 62 items at \$47.50 each approximately \$300? \$620? \$2000? \$3000?

Estimating is made easier if the student is taught to round off figures used in the estimating process. Thus, in the above question, the student might want to estimate by thinking $60 \times \$50$ which can be calculated easily.

VI. Some students have trouble carrying figures in addition. Perhaps the accountant's method of adding will assist such students. Thus:

$$\begin{array}{r}
 6079 \\
 4860 \\
 1932 \\
 6581 \\
 \hline
 7393 \\
 15 \\
 33 \\
 25 \\
 \hline
 24 \\
 \hline
 26845
 \end{array}$$

BUSINESS COMMUNICATIONS

I. One Connecticut teacher places emphasis in a Business English class on building students' vocabulary and their ability to spell new words correctly. Each Friday students are tested on ten new words from a 150 word list along with ten words from previous weeks. Students are expected to type the definitions of the newest words, spell the words correctly, and to supply the correct words to definitions of words already learned.

II. A Connecticut teacher puts a lot of emphasis on acquainting students with the dictionary — what it is, what is in it, and how it is used. Actually even relatively few adults are really acquainted with a dictionary. This teacher obtains from the library a copy of Webster's *New Collegiate Dictionary* for each student. The class carefully goes through each section, stopping and looking up places or things — including local colleges, rivers, their boy friend's or girl friend's names, etc. After this thorough examination and practice exercises involving the use of the dictionary, a test is given students on the use of the dictionary.

III. Have students design letterheads — their personal letterheads or letterheads for a real or fictional company. Also have students learn to become discriminating about letter style by having them evaluate illustrations of letterheads, letter styles, and content of letters. Such publications as *Sixty Best Business Letters* (American Automatic Typewriter Company) provide good examples. One Connecticut teacher runs student-designed letterheads off on a duplicator, makes a listing of the businesses for which they were prepared, and encourages the students to write to each other's businesses.

IV. With the help of the school librarian, be sure to acquaint students with sources of information. This is so important for a Business English or Business Communications class. Books and references of particular importance to business students are atlases, almanacs, books of quotations, foundation directories, directories of business firms, associations, and organizations, government publications, etc. An employer often expects an office worker to obtain information available from these sources.

V. Give students experience in proofreading and in the proper use of proofreader's symbols. A good plan is to have students exchange written assignments with other student proofreaders. The proofread and marked papers are then returned to the author who makes the corrections before submitting his paper to the teacher. One of the outcomes of this type of teaching technique is the debate between students as to the nature and verification of the error.

VI. Learning to write and express ideas (one's own or those of others) is a prime objective of a business communications course. These activities should help students acquire this competency:

Collect magazine articles, business reports of interest to the business student. Have students write abstracts of those articles or reports.

Have students describe, in writing, directions to their home or to a point of interest from the school.

In an election year, ask each student to listen to one political speech and report to the class the main points or the gist of the speech.

BUSINESS LAW

I. Encourage students to read books involving all phases of the law. Compile a bibliography of such books. An example of books that are likely to whet the appetite of law students is Louis Nizer's *My Life in Court*.

II. Use plenty of cases in teaching business law. Emphasize that three factors must be given consideration in case discussions: (1) identification of the dispute between the parties (2) application of the law relative to the particular dispute, and (3) a decision supporting one of the parties*

III. A fruitful source of enriched instruction is the use of outside speakers. Specifically, consider these possibilities:*

Possible Speaker	Topic
Automobile or appliance dealer	Warranties and product liability
Manager of large food store	Truth in packaging, weights
Representative of realtors, etc.	Leases and transfer of real property, etc.

IV. Consider these topics for a class debate:

Truth in Packaging or Coddling the Consumer
 Unsafe at Any Speed or The Selection of the Marketplace
 Liability in Tort or Proof of Negligence
 Holder in Due Course or Party to a Wrongful Deed¹

¹From Neil Gaston, "Business Law", *NBEA Yearbook*, Washington, D.C.: National Business Education Association, 1972.

V. Perhaps one of the most effective ways to arouse the interest of students through a school is to conduct a mock trial and videotape it. This has been used most successfully in a few of the schools of the State. The case is written by the teacher or students. Plaintiffs, defendants, attorneys, judge, etc. are selected from members of the class. The videotape replay can be used not only in reviewing the performance of the various parties in the case, but also to arouse interest on the part of non-business students in the business law course. Some students in the school may be considering a law career. This teaching technique appeals to them as a type of career education.

VI. By all means have a representative of the local legal aid society talk to the class about the services rendered by this group, who is eligible to receive them, and at what cost.

VII. Business law students should benefit greatly from a visit to a small claims court or having a judge of such a court visit the classroom and discuss this type of court. Many students and even adults are not acquainted with the purpose of this court and the rights they have to plead their own case in the court.

BUSINESS PRINCIPLES

I. When dealing with the unit on forms of business ownership, have students interview selected businessmen in the community who are either owners or partners in their own businesses, or who are managers of the businesses of others. Be sure to cover such points as the following:

- What they see as advantages of their forms of business ownership
- Special problems they have as owners, partners, or managers
- What resources they draw upon for help in meeting problems
- What government regulations they are subjected to

Encourage students to tape record their interviews and report back to class

II. Inasmuch as decision making is the basic role of management, in this course perhaps more than any other simulations should be used. Simulations that might be of particular interest to the business management student are:

- Marketplace - Joint Council on Economic Education
- Management - Avalon Hill Company
- Stockmarket Game - Avalon Hill Company
- Computerized Management - Computer Games, Inc.

III. Help students build management vocabulary through the interesting device of vocabulary games. Cryptographs, password, and the crossword puzzles are available, some of which appear in the professional literature. The areas included are investments, business and our economic system, labor-management, and others. A specific example of a business principles crossword puzzle is the one published in *The Balance Sheet* (February, 1974, p. 221) by Robert M. Francis.

IV. The teacher of the business principles course should certainly acquaint students with Junior Achievement, Inc. in the community or a nearby community. This organization is designed to give students an understanding of the American enterprise system by encouraging them to organize a business of their own and assisting them in operating it. Each JA company must have three business advisors (usually businessmen from the community) - financial, production, and sales. Often the JA company is formed to produce and market a relatively simple product. Stock in the JA company is sold, and the company is liquidated at the end of a given period of time. This activity provides students with real decision-making opportunities and gives them a realistic view of the management process.

V. Keep students current — encourage them to get interested in current news and events relating to business management. Appearing in daily newspapers and weekly newsmagazines are items dealing with business. The “Business and Finance” sections of *Newsweek*, *Time*, and similar magazines and the entire issues of *Fortune* and *Business Week* are rich resources. Have students bring in items related to the business principles topic currently under discussion and report it to the class. Make a bulletin board display of such items. Students then realize that what they are studying in Business Principles is relevant to what’s going on in the business world.

CONSUMER EDUCATION OR CONSUMER ECONOMICS

I. This course is one in which outside speakers can be used most effectively. Among resource persons who could contribute much to students in this course are Regional Food and Drug Administration consumer specialists, state consumer protection board officials, Social Security officials, loan company personnel, a representative of a credit bureau, and a representative of a collection agency.

II. As a class or a special project, develop a Consumer Resource Directory — a listing which will provide assistance, through family budget counseling, on consumer credit problems, on problems involving suspected fraud, on housing problems, and the like. If such a Directory is developed well, it could be reproduced and made available to the community, or perhaps sold for a modest price.

III. When dealing with the family budgeting and wise buying, obtain several year-old mail-order catalogs and add them to the classroom library. These are easy to obtain and are invaluable in enabling students to estimate clothing and household supplies expenditures more accurately than they would be able to do otherwise.

IV. When dealing with use of credit, have students collect advertisements that offer loan services. Have students report on the comparative costs of such loans, who is eligible for them, and how they are obtained. It would also be helpful if students could bring to class examples of loan applications.

V. As part of the study of insurance, duplicate from different types of insurance policies (life, accident, automobile, health, etc.) key sections of the policy and distribute to students. Give students time to read a given section, then explain it in their own words. As they will observe, it is not always easy to read and understand insurance policies, or even to determine what is and is not covered without some practice.

VI. Comparison shopping provides an interesting and very worthwhile experience for members of a consumer economics class. Have the class build a list of perhaps two dozen commonly needed items. Permit students to select the stores they want to “shop.” As the students report back, list the items on the board, then the price of each item at Store A, Store B, etc. If the teacher desires, he can build in some mathematics practice by calculating

with the students the amount and the percent of difference between the selling price of a given item at the store from which it can be bought most reasonably, as compared with the selling price of the store which sells the item at the highest price. Be careful to deal with equal quality and quantity to assure that the price comparisons are valid.

VII. Some Connecticut teachers spend necessary time helping students to understand and to read cost-of-living indexes. The Bureau of Labor Statistics provides up-to-date indexes on living costs in different sections of the country. These are available for use. As a long-term class project, students can chart cost-of-living in their community by building an index based on selected items that are commonly used and available in their community.

DATA PROCESSING

I. There are some interesting and controversial issues in American life brought about by data processing, and the computer in particular. Consider having students debate or defend the following:

The cashless society
I am an IBM card — don't fold or mutilate me
The computer as an infringement on my rights as an individual

II. A number of Connecticut teachers take their students to see one or two computer installations, being sure that they discuss with the data processing and computer personnel:

What equipment do you have and what does it do?
What is your job? Do you like it? Does it get boring?
What training did you have to take to prepare for it?
Where can it lead you?
What is the meaning of the symbols on the print-out sheets?
How was this job done prior to use of the computer?

III. The use of simulations and games is strongly encouraged in the data processing course. These involve the student in making decisions. A number of such games are available, and there is a growing body of literature on simulations and games. It is even possible to play data processing games without a computer. Data can be punched into cards which are mailed to the company which provides the game. Results are returned to the students. The *Journal of Data Education* presents a number of articles on simulation in data processing.

IV. Prepare videotapes of master demonstrations. Usually a single demonstration is not sufficient for all students. A videotape enables students to replay the demonstration as often as necessary to master the learning activity demonstrated.

V. Consider the advantages of various approaches to teaching programming. John Westley ("Data Processing," Chapter 13, 1972 NBEA Yearbook) points out that there are three basic approaches: (1) the programming exercise approach consists of using a series of short problems, each designed to present a particular concept, technique, and/or instruction — each exercise building on the previous one, gradually working into more complex problem situations, (2) the comprehensive problem approach which begins with an overview of the features of the particular programming language — language elements, structure, coding systems, etc., (3) the systems orientation approach which begins with a typical data processing systems problem — shows that a system is a composite of a number of smaller problems, each requiring a solution.

DISTRIBUTIVE EDUCATION

I. Give students some real experience in writing. They may eventually have to write advertising copy, so get them writing for publication now. Start a monthly student DE newsheet. Feature such items as (1) a short essay or news item on a topic of current interest (change in product warranty law, or new interpretation of consumer fraud, or implication of metric measurement on American products) (2) the best ad drawing or ad copy prepared by students this month (3) an advertisement of special sale in the school store. The possibilities of items for a DE newsheet are endless as a means of gaining student interest in DE.

II. Have students prepare a television commercial. One Connecticut teacher had a committee of students write, do the art work for, announce, and act in a "television commercial." Students had to obtain all props and to plan and produce the TV commercial. After they had planned and rehearsed thoroughly, the commercial was videotaped and played back on the monitor the next day. The class then acted as critics, pointing out strengths and weaknesses in the commercial.

III. Teach students to recognize a good sales presentation. Develop with them a "sales evaluation sheet." Include such points as the salesperson's appearance, manner, approach used, effectiveness of presentation, effectiveness of close, related product suggestions, knowledge of product, etc. Ask students to serve as judges (as in skating contests) and award points for each sales presentation. This objective peer evaluation causes students to pay closer attention. It almost becomes a game with a real purpose.

IV. Encourage students to comparative-shop windows and stores. One of the best ways to enable students to realize the difference in merchants' pricing policies is to have small committees of students from DE classes "shop" for specific items at different stores and keep close track of the prices of products. Have students report to the class on what they find. Also, ask them to suggest why one store might have quite different prices than another.

V. Since good marketing demands meeting customer needs and wants, the survey is one of the techniques used by business to determine customer interests and desires. Give students some experience in customer survey techniques. One Connecticut teacher periodically works with his students in developing the survey form and identifying the spots in the city where the surveyors will contact customers and potential customers. Results are reported in written form and to the class in the form of a special report. Tables showing customer responses are presented through transparencies and serve as the basis of a good discussion.

VI. Keep a file of registered trademarks and ads. Also, have a committee of students prepare a bulletin board display of the most unique as well as the best known trademarks. Also, use the bulletin board to feature unique or "best" ads for the week. There are many ways that Connecticut teachers can and do use bulletin boards effectively in distributive education.

ECONOMICS

I. Games and simulations are a popular and interesting way of gaining economics competency. Many games are available that are not computer based. "Paper and pencil" games or "box games" are non-computer games. "Economic Decision Games," published by Science Research Associates of Chicago, covers such areas as The Market, The Firm, Collective Bargaining, Banking, etc. Game instructions include sample games and fact sheets that provide game data, worksheets, and the like. Another game is FLIP (Family Life Income Patterns) from Instructional Simulation of St. Paul. There are others on the market. The game or simulation involves the student actively and causes him to make decisions.*

* Gentry, Eileen. "Economics," *National Business Education Yearbook*, 1972, p. 63.

II. One of the most effective teaching/learning situations in economics is provided through debate of economic issues. Following are some issues that some Connecticut teachers of economics have found to hold considerable interest for students, particularly if the topics are well researched.

Resolved that the United States postal system should be privately owned and operated as a monopoly

Resolved that Connecticut should adopt a state income tax

Resolved that the new interstate highway (I-84) should be completed as proposed

Resolved that government should guarantee jobs to every person willing and able to work but who cannot find a job

Students may be encouraged to argue the affirmative or the negative positions even though they may hold an opposing view. This enables them to "see the other side" sometimes more clearly.

III. Although some good may come from a visit to a typical economic institution such as a bank, the social security office, or other types of government agencies and business firms, a most profitable type of visit is what has been referred to as an "in-business"* seminar. Instead of students merely visiting a plant, students in the in-business seminar are provided a discussion session with the firm's personnel at which time the economic and management decisions of the firm can be explained and discussed. Students should prepare for the seminar by learning in advance something of the industry, and they should be encouraged to ask questions of and raise points with the firm's personnel.

IV. The economics course gives students an excellent opportunity to develop skill in reading, interpreting, and preparing charts and graphs. If the teacher encourages a project or two of this nature each semester the course is taught, the accumulated projects add greatly to the instruction over a period of several years. Here is an example of a project that small student groups could develop:

A poster made up of newspaper headlines dealing with economic news:

President submits budget to Congress
 Cost of living up another one percent
 New York City threatened with bankruptcy
 U.S. balance of trade favorable this year
 Circular flow of money

V. After a general introduction to the principles of investing in stock and the use of trade journals and materials from the investment houses, each student is given a hypothetical sum to invest and chooses a stock or several stocks for "purchase." From time to time, have students report on the progress of their stocks and the factors that they take into account in buying and selling them. Becoming an "investor" is the most direct way to enable students to learn about the stock market.

OFFICE PROCEDURES

I. Bring office personnel into the classroom to add realism to the office-worker-preparation program. Here are some resource personnel who might contribute: a medical secretary, a secretary involved in personnel work, an educational secretary, and others. These will give students first-hand information on duties performed on different jobs, skills required, terminology used, types of business forms, and the benefits received by employees. Other resource persons might include a beautician or representative of a modeling school to talk about make-up and dress appropriate to the office; an office equipment salesman to explain the importance of proper equipment and supplies; a personnel manager to talk about ways to apply for a job, etc. The list of resource personnel and topics is endless.

II. Integrate data processing into the office procedures class. Encourage students to bring in common examples of daily business transactions that will help students realize the extent

of use of data processing in the business world. Bank statements, electric and telephone bills are examples which can be used. Prepare a display or bulletin board of the examples collected.

III. One of the best ways to explain the purpose and use of a flow chart is to use one showing, step by step, how to solve a problem on an office machine. Use a flow chart together with a job assignment sheet. One Connecticut teacher emphasizes that the assignment sheet should indicate the jobs to be completed, the estimated time, some direction on machine operation, and other instructions as necessary.

IV. Set up an on-the-job filing situation in a competitive situation. Divide the students into groups, with a supervisor, typist, receptionist, etc. Have the groups set up their filing system, giving them the materials to be filed. After they have filed the items given them, ask them to retrieve certain items (correspondence, memos, etc.) under time. Points are scored by the group who retrieves the fastest.

V. Arouse interest in the office procedures or machines course through a "machines fair." Set up a display of office machines in the hall corridor, on the assembly stage, or in another well identified and preferably centrally located place. Obtain a loan of the basic machines not in the office machines room from machine companies - most of whom are quite willing to cooperate. Have one or more office practice students demonstrate or explain the machines to interested students.

VI. Role playing is one of the finest teaching techniques that can be used in preparing students for the business office. Some situations adaptable to role playing are:

- A receptionist greeting callers and making appointments
- A high school graduate applying for a first job
- An office worker asking for a pay raise or a day off
- A worker breaking in a new office worker (teaching him/her the use of an office machine or correspondence style used by the firm)

RECORDKEEPING AND/OR ACCOUNTING

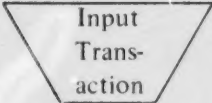
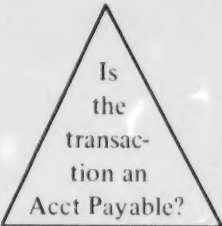
I. Help students to become aware of vocational opportunities in accounting and related jobs by encouraging them to clip, bring in, and discuss from the "Help Wanted" classified ad section of the local papers advertisements concerning this type of work. Ask them to pay particular attention to what the ads say about type of work, hours, pay rates, whether or not experience is required, the kind of training needed, and to whom they should apply. Use this information as a basis for discussion.

II. Try using the job instruction sheet in an accounting class - it is a good way to individualize instruction. It will help students develop self confidence, a sense of responsibility, an awareness of details, ability to follow instructions, and give them a real pride in task accomplishment. Each job instruction sheet should contain (1) a brief definition of the task

(2) a list of materials needed by the student and the teacher (3) a first column in which step-by-step procedure is indicated to accomplish the task (4) a second column in which each step is explained (5) a third column to assist in the introduction of flow charting. Note a portion of job sheet below:

SAMPLE JOB INSTRUCTION SHEET*

TASK:	Journalizing Business Transactions in the Cash Payments Journal
MATERIALS: (for students)	Cash payments journal, pen, ruler, source documents or problems from textbook
EQUIPMENT: (for the teacher)	Overhead projector, ruler, blank transparency of cash payments journal, writer for transparency, screen, problem

STEPS	TECHNIQUE	FLOW CHART
1. Write the journal page number on paper	Place page number in upper right-hand corner	
2. Write the date in the "Date" column of the	Enter the day, month, and year at the beginning	
3. Enter the debit portion of the entry	Use the "General Ledger Debit" column or the "Accounts Payable Debit" column	

*Caputo, Carmela, "Job Instruction Sheets: An Approach to Individualizing the Accounting Class," *Business Education World*, May-June, 1974, pp. 5-7.

III. Help students visualize through using schematics. A time line or a calendar page can help students grasp such concepts as expired insurance or accrued salary expense. Thus:

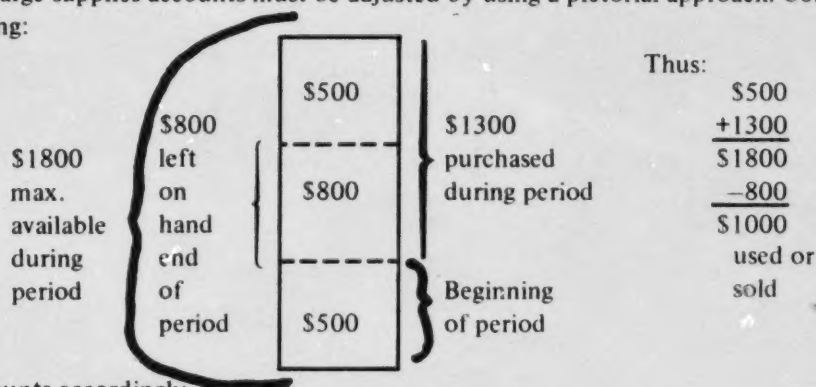
Jan 1	Paid \$360 for year's insurance	Dec 31
<u>1/1/74</u>	<u>1/1/74</u>	<u>12/31/74</u>
1st quarter	2nd qtr	etc.
1/4 or \$90	1/4 or \$90	etc.
expired	expired	

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

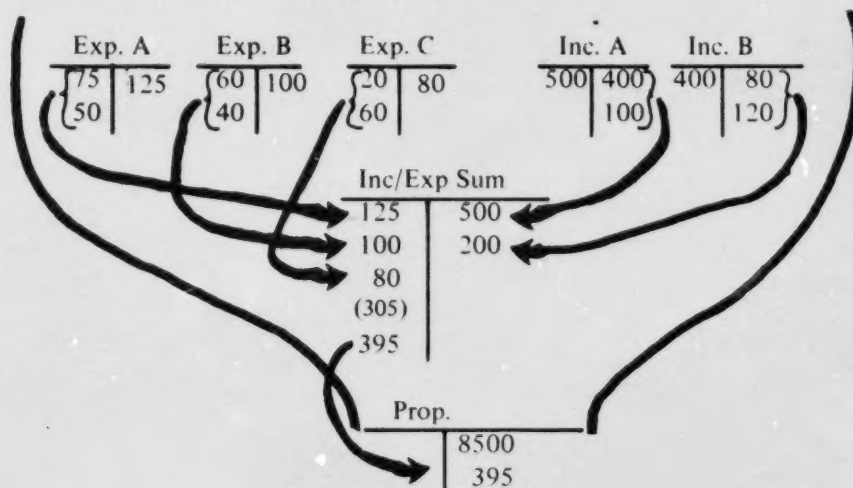
Four days of accrued salary
expense since last Friday,
September 24, pay period

IV. Assist students in visualizing why such accounts as merchandise inventory and the deferred charge supplies accounts must be adjusted by using a pictorial approach. Consider the following:



Adjust accounts accordingly.

V. To illustrate the purpose and procedure of making closing entries, use the "funnel" approach. Through a simple illustration such as the one that follows, explain how all income and expense accounts are "poured" into a single summary account at the end of the fiscal period, and then how the profit or the loss figure is "drained" from the summary account into the proprietorship or capital account. Thus:



VI. One of the questions that often is raised by students is: "Yes, but do they keep accounts like this in actual business firms? To help answer this question, encourage several committees of two students each to contact several businesses in the community asking them whether they as students can examine the account titles used, the business papers or forms, and the special books of entry and column headings the business firm employs. Emphasize that they as students will not examine the entries or any confidential accounting information — but rather the system as a whole. Have students report on their findings. Students will be interested in learning how the accounting principles they have studied during the year are employed, with relatively minor variations, in most businesses.

STENOGRAPHY (SHORTHAND AND TRANSCRIPTION)

I. Student dictation-take rates are timed, why are not their shorthand reading rates also timed? Students ought to be able to read from shorthand text plates at the rate of at least 150 words per minute, especially on familiar text plates. Also time reading of assigned-homework notes. Take advantage of the competitive instinct — students are speed oriented, and they will read shorthand notes rapidly if encouraged to do so.

II. One Connecticut teacher, before each holiday, prepares a paper for students written in shorthand expressing holiday thoughts. Before Christmas vacation, she also conducts a shorthand bee based on Christmas words. This technique can be applied to any holiday period and takes advantage of students' enthusiasm for the holiday season. Caution: some students and parents may object to religious connotations.

III. Shorthand games can enrich instruction and provide students with a change of pace. Making games need not be time consuming for the teacher if students are allowed to participate in making as well as playing the games. Note these examples of shorthand games:

Geography Shorthand Rummy — Use 26 pairs of cities and their matching states which are written on cards in shorthand. Basically, follow the rules of rummy card game of matching pairs.

Shorthand Password — adapted from the TV show. Students receive card and through synonym in shorthand, pass clue to a teammate. Several games are described by June Dostal in *The Balance Sheet*, December, January, 1974 pp. 165 ff.

IV. Prepare advanced students for office-style dictation. The ability to recall what was dictated is a competency that can be improved through practice and therefore can be taught. Mary Blyth (*Business Education World*, January/February, 1975 p. 31) suggests that one method for training students in this technique is to give them dictation including sentences of progressively increasing length. Students are instructed not to begin writing until after the teacher has finished speaking, so that the sentences are written from memory. Blyth presents in her article 40 sentences each of which is longer than the preceding one.

V. Every student should be given the opportunity of transcribing from "cold notes." Also, give students the experience of guessing at omitted words in a sentence or paragraph, based on the context of the sentence or paragraph. Drills can be created for this type of practice.

VI. Use these teaching suggestions to vary classroom activities:

Prepare a transparency key that can be flashed on a screen for the students to use in checking a learner's transcript

Use word lists, but be sure the lists are linked to a real purpose, such as tomorrow's dictation

Dictate a letter to the class — one that you will actually mail. Mail as your own the best one transcribed

Give students dictation practice on words common to the business and industry in the school area. Thus in an area having many financial institutions, insurance and banking terms might be stressed.

TYPEWRITING (Beginning, Advanced, Personal Use)

I. Stimulate students by posting progress charts showing their speed and/or accuracy. In classes where these are in use, students may see line to them to see how their progress is comparing with their classmates. "Shoot the Moon," "The Christmas Tree," "Auto Races," etc., or just plain bar or line graphs do a lot to stimulate students to better production. If students do not want their names used, assign each student a number (known only to the individual student), and his progress is then displayed anonymously.

II. Prepare bulletin boards of superior student work. Bulletin boards of this type are more appealing to students — and provide a good way to build pride in work. Also, student work carefully and accurately done serves as models against which other students can and do check their work.

III. Tape record basic instructions for some typewriting lessons. Let the students get their instructions from hearing the recording. This benefits the student and teacher in several ways. It frees the teacher to move about the room, giving help as necessary. It demands that each student be quiet and pay strict attention to the tape. Also, it demands that instructions be well presented and complete. Students who are absent on a given day can easily make up the work by listening to that day's tape.

IV. Use games to give variety to typing classes. A number of good games are available which require no materials to be purchased and only a small amount of teacher preparation. Complete instructions on how to prepare for and play these games are available in the professional literature. Below are two of many:

BINGO (by Beverly Miller, *Balance Sheet*, November, 1973, p. 113) provides a good review of the basics of typewriting,

TYPEWRITING FOOTBALL (by Carl Paquet, *Century 21 Reporter*, Fall, 1975, p. 9).

V. Students of typewriting seem to have considerable trouble maintaining good posture and technique at the machine. Usually, this is because they are not conscious of error. An effective device for developing correct typing techniques is the "Ticket for Technique Violation." At the beginning of each period of time (a month, or a six-week period), each student is given a sum of money which may be used at the end of the period to buy a "technique grade." But, during the period, the student may be "ticketed" and fined for violations of technique rules. The ticket indicates the technique violated and the amount of the fine. Each teacher can develop the rules he/she wishes, but a good plan is presented by Lois Peterson in her article appearing in the February, 1972 *Balance Sheet* on page 200 ff.

VI. Now that the schools and business have photocopiers, the typewriter is not used very much as a copy machine — it is a creative tool. Teach it that way. Teach students to write creatively on a typewriter — to compose at the machine. Start by giving students a little direct machine dictation to help them break away from typing from printed copy. Then dictate a series of simple questions, asking them to type two- or three-word answers. Then dictate beginnings of some sentences and ask them to complete the sentences on their own:

After school today, I am going to _____.

The pet I'd most like to have is a _____ because _____.

The creative teacher can develop this technique in various ways that will help students become used to using the typewriter as a creative tool.

VII. One Connecticut teacher each spring places a large map of the United States on the bulletin board and makes available a few travel folders to arouse interest in areas outside her little town. Each student is then expected to write an original letter sending for information falling into one of these categories:

- college information
- vacation information for self and family
- information for a term paper or a report
- a letter for the parents requesting information they want.

Students type the rough draft at the typewriter, check with the teacher for corrections, and then type the letter with a carbon. The carbons are displayed on the bulletin board around the map. The originals are mailed and as the replies come in, the carbons are replaced with the letters or information received.

WORD PROCESSING

Word Processing may be very loosely defined as an automatic typewriter with a memory unit. Word Processing is the application of automation to general office procedures. It is a supplement rather than a replacement. Students who will be filling the entry-level, general-clerical positions must be taught Word Processing.

The basic function of Word Processing is typing. Added to this are the functions of automatic correction by backspacing and striking over, revision, editing, inserting, underscoring, tabbing, memory loading, and multi-memory operations, all controlled from the keyboard by special keys. The typing student who knows the basic functions of the electric typewriter must now understand how these operations are done on Word Processing equipment. The typing medium is no longer the paper in the machine, it is the record capability of the memory.

The objectives of a Word Processing curriculum generally state that upon completion of the training, the student should be able to:

- identify and define the concepts of Word Processing as measured by an objective examination

- effectively operate Word Processing typing and dictation equipment as measured by written and practical evaluations

- analyze a given typing project and decide on the best format

- type drafts of reports, manuals, and technical proposals, combining text and statistical information using Word Processing typing equipment

- revise drafts of typing projects by adding or deleting given information

- produce final copy of typing projects that can be mailed or printed

- prepare standard forms and correspondence for military, government, and general business applications

- handle classified and confidential documents

The kinds of skills which need to be emphasized in our schools to prepare students for jobs in this area are:

- accuracy and speed in typing on electric typewriters

- understanding of Word Processing concepts

- training for better than average English skills

teaching and stressing proofreading skills

giving extensive training on transcribing machines

providing decision-making exercises

The types and availability of Word Processing equipment is phenomenal. Selection should be made only after extensive examination of a variety of systems. Schools that cannot justify the expense of purchasing a Word Processing system should consider rental or leasing plans. Schools that decide not to implement the Word Processing equipment phase should train students in all other aspects of Word Processing and provide internships, demonstrations, and field trips to Word Processing installations so that students become familiar with the equipment.

SECTION VIII

EXAMPLES OF

SHORT OR ENRICHMENT COURSES

OFFERED IN THE

BUSINESS DEPARTMENTS OF CONNECTICUT SCHOOLS

**EXAMPLES OF
SHORT OR ENRICHMENT COURSES
OFFERED IN THE
BUSINESS DEPARTMENTS OF CONNECTICUT SCHOOLS**

A discussion of the use of mini-courses or enrichment courses has been presented in a previous section of this business education handbook. Presented here and alphabetically arranged by course title are examples of such courses that are offered in some of the high schools in the State of Connecticut. Schools are encouraged to develop and offer various short courses to meet the specific needs of their students and community.

ADVERTISING THEORY

New Canaan High School, New Canaan

Prerequisite: none

Grade Level: 11-12

Length: 9 weeks

Advertising Theory provides the students with an introduction to the areas of advertising as they relate to retail sales. Emphasis is on employment opportunities and qualifications and the value of advertising as it relates to business and the consumer. The students are exposed to creative advertising layouts in the newspaper, magazine and billboard media. Advertising techniques and media are the two basic areas of concentration.

BUSINESS COMMUNICATIONS

Weaver High School, Hartford

Prerequisite: none

Grade Level: 9-10-11-12

Length: 12 weeks

Business Communications is a course designed to improve three areas of communication: writing, speaking, and reading. Students learn the techniques of both oral and written communication and practices, expressing themselves both in social and business situations. Also included are listening techniques, habits and attitudes. In areas of technical skill, emphasis is placed on those principles that have use value (grammar, punctuation, etc.)

BUSINESS OCCUPATIONS

Weaver High School, Hartford

Prerequisite: none

Grade Level: 9-10-11-12

Length: 12 weeks

Business Occupations is designed primarily to give students insight into the various types and/or kinds of career occupations offered by businesses. The course is divided into four

basic areas: selling, bookkeeping, office occupations, and shorthand. It is expected that the student will develop proper businesslike attitudes, behavior, and desirable character traits so essential in employment. Students should be able to acknowledge just what their vocational interests, skills and abilities are and how to attain their employment goals.

FINANCE AND INVESTMENT

East Haven High School, East Haven

Prerequisite: none

Grade Level: 12

Length: 18 weeks

This course offering is intended to familiarize the student with the basic concepts of our present day monetary structure by studying in detail the principles of money and banking, business organization, investment principles, financial statements, investment markets, real estate principles, taxation, and the laws relevant to these areas. This should enable every student to become familiar with, and in turn, utilize in future years, the fundamental principles of investment and finance in all phases of both personal and business life.

INCOME TAX

George J. Penney High School, East Hartford

Prerequisite: none

Grade Level: 11-12

Length: 9 weeks

This course gives the student an understanding of the principles underlying income tax guidelines. Emphasis is on analysis of the income tax return, strengthened by realistic situations involving the use of cases. In essence, the student will be able to understand the various types of taxable income, and allowable expenses. He will be able to complete both the short and long income tax forms using either standard or itemized deductions. Another important aspect of the course deals with the Federal government budget. Where does the dollar come from and where is it spent?

INSURANCE

New Canaan High School, New Canaan

Prerequisite: none

Grade Level: 12

Length: 9 weeks

This course is designed primarily to give the students some insight into the various types and/or kinds of insurance and the area of protection that each provides. This nine-week course will help the students better understand not only public (social security) and private annuities, but also various other types of insurance: life, health, property, casualty, liability, automobile, etc.

INTRODUCTION TO COURT REPORTING

Nathan Hale Regional High School, Moodus

Prerequisite: Typing I and English Proficiency

Grade Level: 10-11-12

Length: 36 weeks

The purpose of this course is to give young men and women an above average employable skill. Machine shorthand applies shorthand theory to a compact keyboard so that writing speed and efficiency are obtained by all who use the system. Through touch control of 23 keys, machine shorthand secretaries and court reporters write phonetically all sounds that make up the English language. Machine shorthand permits the attainment of writing skills up to a speed equal to a maximum speed of human speech. However, additional training and/or experience is required to reach such high speed levels.

INTRODUCTION TO MARKETING

Greenwich High School, Greenwich

Prerequisite: none

Grade Level: 10-11

Length: 18 weeks

This course is intended to introduce the students to the functions involved in the distribution of goods and services. It explains the broad field of marketing and distribution from the completion of production to the point of consumer consumption. Employment opportunities and qualifications necessary for possible careers within the field are acknowledged. Basic problems in marketing are analyzed; cases are discussed; and, the school store or laboratory are utilized.

LAW FOR TEENAGERS

East Haven High School, East Haven

Prerequisite: none

Grade Level: 12

Length: 36 weeks

The need for public legal education as taught in this course offering is geared to today's youth and the problems thereof. Both rights and responsibilities in reference to one's home, school, and community are accentuated. Of particular importance are the cogent cases used to clarify pertinent principles of constitutional, statutory, commercial, civil and criminal law. This particular course endeavors to contribute to the prevention of crime and to enforcement of law and to acquaint students with our legal system and heritage.

PERSONAL DEVELOPMENT

Enrico Fermi High School, Enfield

Prerequisite: none

Grade Level: 11-12

Length: 9 weeks

Personal Development is designed to help students develop qualities of character that are essential in school, business, community and social activities. Important aspects considered in this course include good human relations, proper business and social etiquette, personality development, poise, tactfulness, and an awareness of good grooming and neat appearance. By utilizing these facets, the students will be able to develop an awareness of the good qualities of character and demonstrate and reflect positive attitudes.

PERSONAL MONEY MANAGEMENT

Wilton High School, Wilton

Prerequisite: none

Grade Level: 9-10-11-12

Length: 18 weeks

The course applies money matters to one's personal life. The student gains an awareness of the current monetary problems that he/she is apt to face in life. Examples of areas covered are: checking accounts, interest (loans), stock market (investments), taxation, merchandising (buying and selling), insurance, and payroll. In this course, students work at their own pace; however, the entire class participates in group projects.

PRINCIPLES OF MANAGEMENT

Enrico Fermi High School, Enfield

Prerequisite: none

Grade Level: 11-12

Length: 18 weeks

This course offers principles and techniques underlying the successful organization, management, and operation of business activities; the application of these principles to specific problems and to the management of individual departments. The basic areas of concentration include: economic systems, business organizations, marketing and merchandising, production management, and personnel and human relations. In essence, the students will be required to be acquainted with basic proven management techniques.

REAL ESTATE

Enrico Fermi High School, Enfield

Prerequisite: none

Grade Level: 11-12

Length: 9 weeks

This course provides the students with a better understanding of the basic principles involved in the purchase and/or sale of real property. Additional areas of interest studied include the various types and/or forms of ownership of property, leasing, procedural steps in buying/selling, types of deeds, types of mortgages, and legal ramifications relevant to real property as a home owner.

SALESMANSHIP

Andrew Warde High School, Fairfield

Prerequisite: none

Grade Level: 11-12

Length: 18 weeks

This course is designed to familiarize students with the various types of sales techniques and the psychology utilized in sales to better enable the student to explore this dynamic and rewarding field as a career possibility. Practice in the construction of sales manuals and sales presentations are included. Emphasis in this course is placed on the salesman; the techniques, psychology, philosophy, etc. utilized in sales transactions.

SCHOOL PROGRAM AND CAREER EDUCATION

Lee High School, New Haven

Prerequisite: Typing I and Clerical Practice

Grade Level: 12

Length: 36 weeks

This program is for the non-college bound students with minimal skills who will be entering their senior year, and need a program which will give them an income, a work experience, and will enable them to take a position (employment) upon graduation.

The student's schedule is arranged to permit maximum correlation between the academic work at the high school and the job experience. Students alternate between two weeks (80 hours) on the job followed by two weeks back in school. Job entry level wages are paid for actual time spent at the work experience station. Evaluation of the student's performance is shared by both the employing firm and the teacher co-ordinator. Students wishing to enroll in this program must be employable and must have written approval from their parent or guardian.

SECTION IX

SELECTED PROFESSIONAL REFERENCES

OF VALUE AND INTEREST

TO THE BUSINESS TEACHER

THE BUSINESS DEPARTMENT'S PROFESSIONAL LIBRARY

The Business Department of every high school should have available to its business teachers professional publications that can be used as resources for the continued improvement of the teaching process. In general, these professional publications consist mainly of books, professional journals, yearbooks, and research abstracts, and indexes that provide information on the purposes and goals of business education, the business curriculum, teaching methods and techniques, standards and evaluation, and other topics of professional interest to the business teacher. In addition, of course, the Department should have a good supply of subject-matter texts and references appropriate to the business subjects being taught by the Department.

The following is a selected bibliography of hard-cover books (published since 1965) that should be in the high school Business Department's professional library.

References Dealing with Total Field of Business-Distributive Education

- Bahr, Gladys and F. Kendrick Bangs (Co-Editors). *Foundations of Education for Business*, National Business Education Association Yearbook, Reston, Va.: NBEA, 1972.
- Crawford, Lucy C. and Warren G. Meyer. *Organization and Administration of Distributive Education*, Columbus, Ohio: Charles E. Merrill Publishing Co., 1972.
- Hall, J. Curtis (Editor). *Business Education — An Evaluative Inventory*, National Business Education Association Yearbook, Reston, Va.: NBEA, 1968.
- Huffman, Harry (Editor). *Evaluation of Programs in Business and Office Education*, National Business Education Association Yearbook, Reston, Va.: NBEA, 1969.
- Lanham, Frank W. and Ray W. Arensman (Co-Editors). *Business Education Meets the Challenges of Change*, National Business Education Association Yearbook, Reston, Va.: NBEA, 1966.
- Malsbary, Dean R. (Editor). *Practices and Trends in the Business World*, Eastern Business Teachers Association Yearbook, Somerville, N.J.: Somerset Press, Inc., 1969.
- Maxwell, Gerald W. and William L. Winnett (Co-Editors). *Relevance in the Education of Today's Business Student*, National Business Education Association Yearbook, Reston, Va.: NBEA, 1973.
- Nolan, C. A., Carlos K. Hayden, and Dean R. Malsbary. *Principles and Problems of Business Education* (Third Edition), Cincinnati: South-Western Publishing Co., 1967.

- Polishook, William M. (Editor). *Administration and Supervision of Business Education*, Eastern Business Teachers Association Yearbook, Somerville, N.J.: Somerset Press, 1966.
- Price, Ray G. (Editor). *The Emerging Content and Structure of Business Education*, National Business Education Association Yearbook, Reston, Va.: NBEA, 1970.
- Tonne, Herbert A. and Louis C. Nanassy. *Principles of Business Education*, (Fourth Edition), New York: Gregg Division/McGraw-Hill Book Co., 1970.
- Wood and Maxwell. *Supervision and Administration of Business Education — Cases for Decision*. Cincinnati: South-Western Publishing Co.

References Dealing with Methods of Teaching Business Subjects (General)

- Brendel, Leroy and Herbert Yengel (Co-Editors). *Changing Methods of Teaching Business Subjects*, National Business Education Association Yearbook, Reston, Va.: NBEA, 1972.
- Center for Vocational and Technical Education. *Writing Performance Goals: Strategy and Prototypes*, New York: Gregg Division/McGraw-Hill Book Co., 1971.
- Douglas, Lloyd V., James T. Blanford, and Ruth I. Anderson. *Teaching Business Subjects* (Third Edition), Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973.
- Hardaway, Mathilde. *Testing and Evaluation in Business Education* (Third Edition). Cincinnati: South-Western Publishing Co., 1966.
- Harms, Harm, B. W. Stehr, and E. Edward Harris. *Methods of Teaching Business and Distributive Education*, (Third Edition), Cincinnati: South-Western Publishing Co., 1972.
- Popham, Estelle, Adele Schrag, and Wanda Blockhus. *A Teaching-Learning System for Business Subjects*, New York: Gregg Division/McGraw-Hill Book Co., 1975.
- Swanson, Edwin A. (Editor). *New Media in Teaching the Business Subjects*, National Business Education Association Yearbook, Reston, Va.: NBEA, 1965.
- Travis, Dorothy and Lorraine Missling (Co-Editors). *Selected Readings in Business and Office Occupations — Designed Especially for the Classroom Teacher*, National Business Education Association Yearbook, Reston, Va.: NBEA, 1967.
- Rahe, Harves C. *Index to Research in Business and Office Education*, New York: Gregg Division/McGraw-Hill Book Company, 1974.

References Dealing with Methods of Teaching Business Subjects (Specialized)

- Boynton, Lewis D. *Methods of Teaching Bookkeeping and Accounting* (Second Edition), Cincinnati: South-Western Publishing Co., 1970.
- Brower, Walter A. (Editor). *Socio-Business Economic Education*, Eastern Business Teachers Association Yearbook, Somerville, N.J.: Somerset Press, 1968.
- Coleman, Marion G. and Oleen M. Henson (Co-Editors). *Effective Secretarial Education*, National Business Education Association Yearbook, Reston, Va.: NBEA, 1974.
- Conover, Hobart H. (Editor). *Developing Vocational Competence in Bookkeeping and Accounting*, Eastern Business Teachers Association Yearbook, Somerville, N.J.: Somerset Press, 1967.
- Daughtrey, Anne Scott. *Methods of Basic Business and Economic Education* (Second Edition), Cincinnati: South-Western Publishing Co., 1974.
- Fairbank, Roswell E. and Charles F. Petitjean (Co-Editors). *Processing Data in Business, Education, and Government*, Eastern Business Teachers Association Yearbook, Somerville, N.J.: Somerset Press, 1972.
- Musselman, Vernon A., J. M. Hanna, D. H. Weaver, and H. J. Kaluza. *Methods of Teaching Accounting* (Second Edition), New York: Gregg Division/McGraw-Hill Book Co., 1975.
- Rowe, John L. (Editor). *Methods of Teaching Typewriting*, Eastern Business Teachers Association Yearbook, Somerville, N.J.: Somerset Press, 1965.
- Russon, Allien R. and S. J. Wanous. *Philosophy and Psychology of Teaching Typewriting* (Second Edition), Cincinnati: South-Western Publishing Co., 1973.
- Stewart, Jeffrey R. (Editor). *The Office Practice Program in Business Education*, Eastern Business Teachers Association Yearbook, Somerville, N.J.: Somerset Press, 1970.
- West, Leonard J. *Acquisition of Typewriting Skills*, New York: Pitman Publishing Co., 1969.
- Indexes, Research, and General Items Relating to Business Education
- Delta Pi Epsilon. *Business Education Index*. New York: Gregg Division/McGraw-Hill Book Co. Annually.
- Calhoun, Calfrey C. and Mildred Hillestad (Co-Editors). *Contributions of Research to Business Education*, National Business Education Association Yearbook, Reston, Va.: NBEA, 1971.
- Krey, Isabelle A. (Editor). *Modern Guidance in Business Education*, Eastern Business Education Association Yearbook, Somerville, N.J.: Somerset Press, 1971.

PERIODICALS OF INTEREST TO THE BUSINESS TEACHER

AMERICAN VOCATIONAL JOURNAL, monthly, American Vocational Association, 1510 H Street NW, Washington, D.C. 20005. (Subscription, free to AVA members)

BALANCE SHEET (THE), monthly, South-Western Publishing Company, 5101 Madison Road, Cincinnati, Ohio, 45227. (Free to business teachers)

BUSINESS EDUCATION FORUM, monthly, National Business Education Association, 1906 Association Drive, Reston Virginia, 22091. (Subscription free to NBEA members)

BUSINESS EDUCATION WORLD, bi-monthly, Gregg Division/McGraw-Hill Book Company, 1221 Avenue of Americas, New York, New York, 10020. (Free to business teachers)

CENTURY 21 REPORTER, semi-annually, South-Western Publishing Company, 5101 Madison Road, Cincinnati, Ohio, 45227. (Free to business teachers)

CONSUMER REPORTS, monthly, Consumers Union, 256 Washington Street, Mt. Vernon, New York, 10550. (Subscription)

DECA DISTRIBUTOR, quarterly, Distributive Education Clubs of America, 200 Park Avenue, Falls Church, Virginia, 22046. (Subscription)

DELTA PI EPSILON JOURNAL, quarterly, Delta Pi Epsilon National Office, Gustavus Adolphus College, St. Peter, Minnesota 56082, (Subscription, free to DPE members)

JOURNAL OF BUSINESS EDUCATION, monthly, Heldref Publications, 400 Albermarle Street NW, Washington, D.C. 20016. (Subscription)

JOURNAL OF ECONOMIC EDUCATION, semi-annually, Joint Council on Economic Education, 1212 Avenue of Americas, New York, New York, 10036. (Subscription)

JOURNAL OF DATA EDUCATION, monthly, Society of Data Educators, 276 Union, Northfield, Vermont, 05663. (Subscription)

SECRETARY (THE), monthly, National Secretaries Association, 616 E. 63rd Street, Kansas City, Missouri, 64110. (Subscription)

TODAY'S SECRETARY, monthly, Gregg Division/McGraw-Hill Book Company, 1221 Avenue of Americas, New York, New York, 10020. (Subscription)

MONOGRAPHS ON BUSINESS EDUCATION
(from 1965)

(Published by and available without charge from South-Western Publishing Company, 5101 Madison Road, Cincinnati, Ohio 45227)

Monographs Dealing with Specific Business Subject Areas
(Teaching Methods and Materials – Grouped by Related Subjects)

- No.
- 122 Kourilsky, Marilyn. *The Use of an Adversary Approach in Teaching Economics*, 1970.
- 124 Mintz, Herman. *General Business Skits*, 1971.
- 114 Wenner, James F. *A High School Orientation Course in Data Processing*, 1966.
- 116 Wood, Merle W. *The Teaching of Automated Data Processing in the High School*, 1967.
- 118 (No author given) *Bookkeeping Instruction in the 20th Century and the Evolution of 20th Century Bookkeeping and Accounting*, 1967.
- 117 Robinson, Jerry W. *Practices and Preferences in Teaching Typewriting*, 1967.
- 119 Russon, Allien R. *Methods of Teaching Shorthand*, 1968.
- 121 Condon, Arnold et al. *Multiple-Channel Equipment for Teaching Shorthand*, 1969.
- 126 Pulis, Joe M. *Methods of Shorthand Instruction – A Research Analysis*, 1973.
- 100 Roman, John C. *The Business Curriculum*, 1966. (Revised)
- 112 Selden, William. *Planning the Facilities for Business Education*, 1965.
- 113 Maze, Clarence. *Business Education in the Junior High School*, 1966.
- 115 Harris, E. Edward. *Requirements for Office and Distributive Education Teacher-Coordiators*, 1967.
- 120 Wooschlager, Ruth (Director) *Responsibilities of the Business Education Department Chairman*, 1969.
- 123 Erickson, Lawrence W. *Basic Components of Office Work – An Analysis of 300 Office Jobs*, 1971.

- 125 Swatt, Kenneth A. *Continuing Education for Business*, 1972
- 127 Weatherford, John W. *Identification and Analysis of Issues in Distributive Education*, 1974.
- 128 Walters, George L. *The Development and Refinement of Reading Skills in Business Education*, 1976.
- 129 Reese, Don and Ray Smith. *Shorthand – A Textbook Analysis*, 1976.

**SELECTED DOCTORAL RESEARCH STUDIES OF INTEREST TO
BUSINESS TEACHERS***

(Grouped by Subject Areas)

Basic Business Area

Bowman, Robert E. "An Experimental Study in General Business Classes of the Effect of a Teacher's Handbook of Economic Materials on Student Economic Understanding," The University of Iowa, Ph.D. 1972.

Meyer, Robert H. "Comparative Understandings of Consumer Concepts by College Bound and Consumer Economics Students in Selected Minnesota High Schools," University of Northern Colorado, Ed. D. 1974.

Quantitative Area

Elliott, James M. "Individualized Instruction and Personality as Factors in Accounting Performance." Rutgers University, The State University of New Jersey, Ed. D. 1973.

Burgess, Walter J. "Business Data Processing Instruction at the Public Secondary School Level in Georgia." Georgia State University, Ph.D. 1972.

Secretarial Area

Perry, William G., Jr. "The Effect of Selected Homework Procedures on the Achievement of Second Semester High School Shorthand Students." University of North Dakota, Ph.D. 1974.

McNair, Annie Mae. "A Comparison of Traditional Approach and a Self-Directed Approach for Developing Production Typewriting Skills," University of Minnesota, Ph.D. 1974.

Office Practice and Business Machines Area

McKenzie, Jimmy C. "A Comparison of Two Methods of Teaching the Manipulative Skills of Office Machines." North Texas State University, Ed. D. 1972.

*Many doctoral and other research studies present findings of value to business educators who are constantly trying to keep up to date and improve their teaching or programs. The above are merely examples of the many studies available.

Distributive Education Area

Golabeck, Dennis. "An Investigation to Determine the Relative Effectiveness of the Consumer Game in Distributive Education Classes at the Secondary Level," Rutgers University, The State University of New Jersey, Ed. D. 1974.

Eggland, Steven A. "An Analysis of Student-Teacher Interaction in Distributive Education Classrooms," University of Wisconsin, Ph.D. 1971.

Post Secondary Area

Zaheer, Mohammed. "The Development of Two-Year Postsecondary Education for Business in the Southern New England States (1950-1970)," University of Connecticut, Ph.D. 1973.

Leventhal, Jerome I. "A Study of Selected Two-Year Postsecondary Marketing and Distribution Programs." State University of New York at Buffalo, Ed. D. 1970.

Supervision/Administration Area

Faraci, William. "A Comparison of the Perceptions of Connecticut Secondary School Principals and Business Department Chairmen as to the Role and Responsibilities of the Department Chairman." University of Connecticut, Ph.D. 1974.

Knott, James F. "A Study of Business Education in the Public Secondary Schools of Illinois, excluding Chicago." Northern Illinois University, Ed. D. 1970.

SECTION X**A. SELECTED BIBLIOGRAPHY FOR BUSINESS TEACHERS**
(Arranged by Subject Area)**High School Level Text Materials****Teacher Resources****B. BIBLIOGRAPHY ON BUSINESS CAREERS AND SIMULATIONS**
(Text Materials)

A SELECTED BIBLIOGRAPHY FOR BUSINESS TEACHERS

(Arranged alphabetically by subject area)

ACCOUNTING

- Boynton, Lewis D., Robert M. Swanson, Paul A. Carlson, and Hamden L. Forkner. *Century 21 Accounting, First-Year Course* (Chapters 1-33) (Introductory Course – Chapters 1-22), Cincinnati, Ohio: South-Western Publishing Co., 1972. (Module, Working Papers and Study Guides, Achievement Tests, Problems Tests, Transparencies, Filmstrips, Cassettes, Wall Charts, Practice Sets – Stereotronics Business Simulation Set, Campers' Grove Business Simulation Set, and Environmental Controls Business Simulation Set)
- Freeman, M. Herbert, J. Marshall Hanna, Gilbert Kahn, and David Weaver. *Accounting 10/12*, Second Edition, New York: Gregg Division/McGraw-Hill Book Company, 1973. (Modules, Study Guides and Working Papers, Comprehensive Tests, Practice Sets, Audio Cassettes, Transparencies, Wall Charts)
- Miller, Morris and Arthur Janis. *Modern Bookkeeping and Accounting*, Second Edition, River Forest, Illinois: Laidlaw Brothers (Pitman), (Workbook, Transparencies Texts)
- Boynton, Lewis D., Robert M. Swanson, Paul A. Carlson, and Hamden L. Forkner. *Century 21 Accounting, Advanced Course*, Cincinnati, Ohio: South-Western Publishing Co., 1974. (Working papers and Study Guides, Achievement Tests, Practice Sets – Wade and Nash, Central Auto Supplies Corp. and Sea-King Manufacturing Co.)
- Clow, Cletus, and others. *Gregg Accounting, Advanced Course*, Second Edition, New York: Gregg Division/McGraw-Hill Book Company, 1969.
- Freeman, M. Herbert, J. Marshall Hanna, Gilbert Kahn, and David Weaver. *Accounting 10/21, Complete Course*, Second Edition, New York: Gregg Division/McGraw-Hill Book Company, 1973. (Modules, Study Guides and Working Papers, Comprehensive Tests, Practice Sets, Transparencies, Audio Cassettes, Wall Charts)

Teacher Resources

- Boynton, Lewis D. *Methods of Teaching Bookkeeping-Accounting*, Second Edition, Cincinnati, Ohio: South-Western Publishing Company, 1970.
- Changing Methods of Teaching Business Subjects*, National Business Education Yearbook, No. 10, Chapter 12, Washington, D.C.: National Business Education Association, 1972.
- Developing Vocational Competency in Bookkeeping and Accounting*, Eastern Business Teachers Association Yearbook, Vol 40, New York: New York University Bookstore, 1967.

West, Leonard J. Survey of Bookkeeping. "Job Activities in Relation to the High School Bookkeeping Curriculum." *Delta Pi Epsilon Journal*, Vol. XVIII, No. 1, 1974.

BUSINESS ENGLISH/COMMUNICATIONS

Anderson, Ruth I., Lura Lynn Straub, and E. Dana Gibson. *Word Finder*, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1974.

Aurner, Robert R. and Paul S. Burtness. *Effective English for Business Communication*, Sixth Edition, Cincinnati, Ohio: South-Western Publishing Co., 1970.

Byers, Edward E. *10,000 Medical Words, Spelled and Divided for Quick Reference*, New York: Gregg Division/McGraw-Hill Book Co., 1972.

Cleary, Joseph B. and Joan M. Lacombe. *English Style Skill-Builders, A Self-Improvement Program for Transcribers and Typists*, Second Edition, New York: Gregg Division/McGraw-Hill Book Co., 1974.

DeCaprio, Annie. *A Modern Approach to Business English*, Indianapolis, Indiana: The Bobbs-Merrill Company, Inc.

Fruehling, Rosemary and Sharon Bouchard. *Business Correspondence/30*, Second Edition, New York: Gregg Division/McGraw-Hill Book Co., 1976. (30 hour text/workbook)

Gavin, Ruth E. and William A. Sabin. *Reference Manual for Stenographers and Typists*, New York: Gregg Division/McGraw-Hill Book Co., 1970.

Himstreet, William C., Leonard J. Porter, and Gerald W. Maxwell. *Business English in Communications*, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.

House, Clifford R. and Appollonia M. Koebele. *Reference Manual for Office Personnel*, Fifth Edition, Cincinnati, Ohio: South-Western Publishing Co., 1970.

Kurtz, Margaret, Dorothy Adams, and Jeanette Vezeau. *10,000 Legal Words, Spelled and Divided for Quick Reference*. New York: Gregg Division/McGraw-Hill Book Co., 1971.

Lamb, Marion M. *Word Studies*, Sixth Edition, Cincinnati, Ohio: South-Western Publishing Co., 1971.

Leslie, Louis A. *20,000 Words, Spelled and Divided for Quick Reference*, Sixth Edition, New York: Gregg Division/McGraw-Hill Book Co., 1971.

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Silverthorn, Edward and Devern J. Perry. *Word Division Manual*, Second Edition, Cincinnati, Ohio: South-Western Publishing Co., 1970.

Stewart, Marie M., Frank W. Lanham, Kenneth Zimmer, and Lyn Clark. *Business English and Communication*, Fourth Edition, New York: Gregg Division/McGraw-Hill Book Co., 1972.

BUSINESS LAW

Fisk, McKee, Norbert J. Mietus, and James C. Snapp. *Applied Business Law*, Tenth Edition. Cincinnati, Ohio: South-Western Publishing Co., 1972.

Getz, George. *Business Law*, Fourth Edition, Englewood Cliffs, N.J. Prentice-Hall, Inc., 1972.

Goodman, Kennard E., Francis J. Radice, and William G. Williams. *Today's Business Law*, River Forest, Illinois: Laidlaw Brothers (Pitman), 1975.

Rosenberg, R. Robert and Joseph G. Bonnice. *Business Law/30*, Second Edition. New York: Gregg Division/McGraw-Hill Book Co., 1976. (30 hour text/workbook)

Rosenberg R. Robert and John E. Whitcraft. *Understanding Business Law*, Fifth Edition, New York: Gregg Division/McGraw-Hill Book Co., 1973.

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Cordell, Christobel M. *Dramatizing Business Law*, Portland, Maine: J. Weston Welch, 1969.

Corley, Robert and William Robert. *Dillavou and Howard's Principles of Business Law*, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

Dille, John (Editor). *The Time-Life Family Legal Guide to Legal Rights*. New York: Time-Life Books, Inc., 1971.

Dorman, Michael. *Under 21: A Young People's Guide to Legal Rights*. New York: Dell Publishing Company, Inc., 1972.

Mason, Louis D. *Business Education Puzzles and Puzzlers*, Portland, Maine: J. Weston Welch, Publishers, 1962.

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Fiala, Ralph J. *How to Teach Business Law*, Portland, Maine: J. Weston Welch, Publishers, 1965.

Understanding Business Law (Transparency Series), Binghamton, New York: United Transparencies, Inc.

The Businessman and the Law, (Periodical) New York: Man and Manager, Inc.

Note: The Connecticut State Bar Association is an excellent source of pamphlets on every phase of the law.

BUSINESS MATHEMATICS

Diamond, Jay and Gerald Pintel, *Mathematics for Business*, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.

Fairbank, Roswell E., Robert A. Schultheis, and Edwin B. Piper. *Applied Business Mathematics*, Tenth Edition, Cincinnati, Ohio: South-Western Publishing Co., 1975.

Fairbank, Roswell E., Robert A. Schultheis, and Edwin B. Piper. *Mathematics for the Consumer*, Second Edition, Cincinnati, Ohio: South-Western Publishing Co., 1975.

Guthrie, Mearl R. and William Selden. *Business Mathematics for the Consumer*, River Forest, Illinois: Laidlaw Brothers (Pitman)

Huffman, Harry, Ruth Twiss, and Harold Williams. *Math for Business Careers*, Fourth Edition, New York: Gregg Division/McGraw-Hill Book Co., 1975.

Kravitz, Wallace W. and Vincent Brant. *Consumer Related Mathematics: A Business Approach*, Second Edition, New York: Holt, Rinehart, and Winston, Inc., 1976.

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Martinka, Marie. *Vocational Mathematics for Business*, Cincinnati, Ohio: South-Western Publishing Co., 1972. (Text/Workbook)

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Olson, Milton C. and A. E. McNelly. *Business and Consumer Arithmetic*, Seventh Edition, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1974.

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Rosenberg, R. Robert. *Business Mathematics, Exercises, Problems and Tests*, Third Edition (Revised), New York: Gregg Division, McGraw-Hill Book Co., 1970.

Rosenberg, R. Robert, Harry Lewis, and Roy Poe. *Business Mathematics*, Eighth Edition, New York: Gregg Division/McGraw-Hill Book Co., 1975.

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Business Education Facilities, Supplies and Aids, Eastern Business Teachers Association Yearbook, Vol. 36, Chapters 16 and 22, 1963.

Changing Methods of Teaching Business Subjects, National Business Education Yearbook, No. 10, Chapter 15, 1972.

Vrbancek, Joseph J., *Mathematical Teaching Aids*, Chicago: Chicago Teachers College

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Corley, Robert and William Robert. *Dillavou and Howard's Principles of Business*, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971.

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Shilt, Bernard A., Kenneth E. Everard, and John M. Johns. *Business Principles and Management*, Sixth Edition, Cincinnati, Ohio: South-Western Publishing Co., 1973.

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Douglass, Elisha P. *The Coming of Age of American Business*, Chapel Hill, North Carolina: The University of North Carolina Press, 1971.

Gloss, R. E. and Harold Baker. *Business: Its Nature and Environment*, Seventh Edition, Cincinnati: South-Western Publishing Co., 1972.

Poe, Jerry B. *An Introduction to the American Business Enterprise*. Revised Edition, Homewood, Illinois: Richard D. Irwin, Inc., 1972.

Terry, George R. *Principles of Management*, Sixth Edition, Homewood, Illinois: Richard D. Irwin, Inc., 1972.

Note: The American Management Association, 135 West 50th Street New York City, New York 10020, and Business History and Economic Life Program, Inc., 219 CU College of Education, Northeastern University, Boston, MA 02115 are excellent sources of management oriented materials.

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CONSUMER EDUCATION/CONSUMER ECONOMICS

Jelley, Herbert M. and Robert O. Herman. *The American Consumer: Issues and Decisions*. New York: Gregg Division/McGraw-Hill Book Co., 1973.

Levy, Leon, Robert Q. Feldman, and Simpson Sasserath. *Consumer in the Marketplace*. River Forest, Illinois: Laidlaw Brothers (Pitman), 1970.

Scott, Wesley E., Fred Kane, John G. Kirk, and Harold B. Buckley. *Everyday Consumer Business*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.

Warmke, Roman F., Eugene D. Wyllie, W. Harmon Wilson, and Elvin S. Eyster. *Consumer Economic Problems*, Eighth Edition, Cincinnati, Ohio: South-Western Publishing Co., 1971.

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An Annotated Bibliography of Games and Simulations in Consumer Education, 1973. Office of the Superintendent of Public Instruction, 516 S. Second St., Springfield, IL, 62706.

Bibliography of Consumer Education Materials, Commonwealth of Pennsylvania, Department of Education, Bureau of General and Academic Education, Harrisburg, PA.

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Consumer Education, An Interdisciplinary Approach, Monograph 1, Center for Consumer Education Services, State Department of Education, Curriculum Laboratory, Rutgers University, New Brunswick, N.J.

Consumer Education Bibliography, 1971, Office of Consumer Affairs, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

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What is Business
Henry Ford
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Installment Buying
Sharing Economic Risks
Life Insurance Occupations
Property Taxation

Filmstrips:

Buyer Beware
You the Shopper
Banks and Banking
Labor and Labor Unions

Booklets, Brochures and Similar Printed Matter

What You Should Know About Connecticut No-Fault Automobile Insurance Law (The Travelers Insurance Company, Hartford)
Handbook of Life Insurance: Policies for Protection: How Life Insurance and Health Insurance Works; etc. (Institute of Life Insurance, 277 Park Avenue, New York, New York)
Insurance for the Home: The Good Things of Life on Credit; etc. (Insurance Information Institute, 110 William Street, New York, New York)
Stock Market Kit (New York Stock Exchange)
What Truth in Lending Means to You (Board of Governors of Federal Reserve System, Washington, D.C.)

- Checkpoints – How to Write and Use Checks; Using Banking Services (Hartford National Bank and Trust Company, Hartford)
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- Career Directions, Insurance, and the Marketplace (multi-media kits from Changing Times Education Service, 1729 H Street, N.W., Washington, D.C.)

Detailed information on the above and many other instructional materials and media appropriate for enriching instruction in General Business may be obtained from appropriate articles and listings appearing periodically in professional journals and in such compendiums as *Methods and Resources for General Business* (available free from South-Western Publishing Co., 5101 Madison Road, Cincinnati, Ohio) and a listing of free and inexpensive supplementary materials published by the Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036.

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Reel, Rita M. *Exploring Secretarial Careers*, Cincinnati, Ohio: South-Western Publishing Co., 1975. (Text/Workbook)

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Ristau, Robert A. *Exploring Clerical Careers*, Cincinnati, Ohio: South-Western Publishing Co., 1974.

Note: A booklet *Careers in Business* is available from National Business Education Association, 1906 Association Drive, Reston, Va. 22091. Topics included:

- Planning a Business Career
- A Career as a Business Owner
- A Career in Business Teaching
- A Career in Automatic Data Processing
- A Career in Clerical Occupations
- A Career in Management
- A Career in the Secretarial Occupations
- A Career in Marketing and Distribution
- A Career in Bookkeeping and Accounting

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SIMULATIONS

The use of simulations as a means of adding business realism to the classroom situation seems to be a trend in that more business teachers are recognizing the value of this teaching method. Listed are some simulations that Connecticut business teachers are using or considering using:

Andrews, Margaret E., Consulting Editor. *The Gregg Office Job Training Program*. (Accounts Payable Clerk, Accounts Receivable Clerk, Billing Clerk, Clerk-Typist, Credit Clerk, File Clerk, Mail Clerk, Office Cashier, Order Clerk, Payroll Clerk, Personnel Clerk, Purchasing Clerk, Stock Control Clerk, Traffic Clerk, Typist), New York: Gregg Division/McGraw-Hill Book Co., 1973.

Krawitz, Myron J. *Lester Hill Office Simulation*, New York: Gregg Division/McGraw-Hill Book Co., 1971.

McIntosh and Welter. *The Secretary, Executive Offices of America*, Cincinnati, Ohio: South-Western Publishing Co., 1975.

Reynolds, Caroline. *Snow Country* (A typewriting practice set). Cincinnati, Ohio: South-Western Publishing Co., 1975.

Shinn. *The Clerk Typist, Indio Paper Co., Inc.*, Cincinnati, Ohio: South-Western Publishing Co., 1975.

Warren and Radcliff. *Serendipity, Inc., an Office Simulation*, Cincinnati, Ohio: South-Western Publishing Co., 1975.